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ABSTRACT

This publication contains numerous selected curriculum units for grades K-6 that were developed by teachers in the Utica (New York) Public Schools in Phases I and II of Project Search during 1972-73 and 1973-74. The units included represent a wide cross-section of subject areas and grade levels. Units are presented for the subjects of art education, music education, library education, special education, and physical education, as well as for such traditional academic subjects as language arts, science, mathematics, and social studies. Each curriculum unit is presented in a standardized format organized according to subject area/grade level, concepts and generalizations, learning objectives, learning experiences, valuing experiences, resources and materials, and evaluation procedures. (JG)

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PRIMARY

CURRICULUM UNITS

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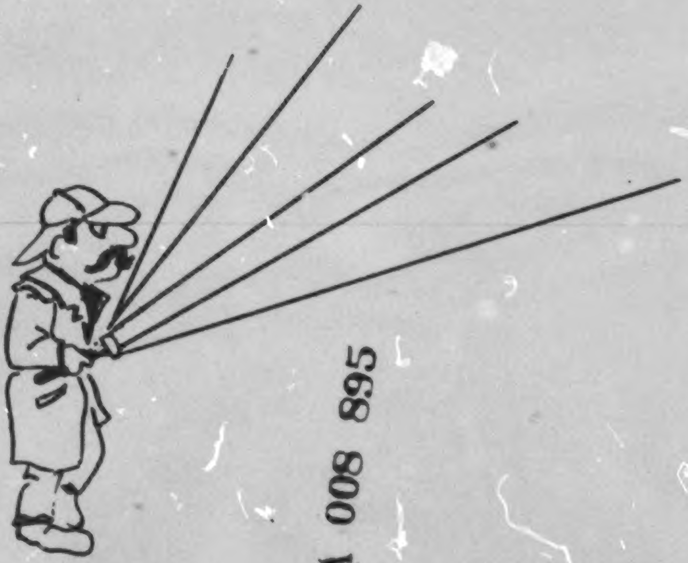

EA 008 895

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PROJECT SEARCH

ELEMENTARY CURRICULUM UNITS

Grades K-6

EDWARD J. PERRY
Superintendent of Schools

Prepared Under the Supervision of the Project Search Administrative Team

BERNADETTE EICHLER: Administrator for Elementary Education

SENATRO D. LABELLA: Administrator for Secondary Education

DR. ANGELA M. ELEFANTE: Coordinator, Project Search

GERARD GRANIERO: Member, Board of Education

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MR. NORMAN I. SIEGEL

August, 1974

UTICA CITY SCHOOL DISTRICT
13 Elizabeth Street
Utica, New York 13501

FORWARD

This brochure contains selected elementary curriculum units, grades K - 6, for the Utica Public Schools developed in Phases I and II of Project SEARCH during the 1972 - 73 and 1973 - 74 school years.

It is intended that these units serve as representative samples to all professional staff members as part of the on-going curriculun planning inherent in each teacher's responsibility. The format design in which the units are presented exemplifies the interdisciplinary approach to curriculum, a major objective of Project SEARCH and a necessary step toward the unification of learning experiences for the students, the ultimate goals of Utica's curriculum revision commitment.

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ART EDUCATION K-6: Rima Badalians, Nancy Baptist, Susan Cardamone, Henry Coupe, Pamela D'Apice, Joyce Gimelli, Francis Ridgway Roecker, Jeanette Spina, Orazio Tocci, Elizabeth Williams, Janice Zampardi.

LIBRARY K-6: Florence Cirillo, Sara Kellogg, Antonia Rindinello.

SPECIAL EDUCATION K-6: Betty Cale, Eleanor DeStefano, Louis DeGironimo, Gerald Gilberti, Bruce Lojewski, Joseph Meloa, Della Owens, Elsie Owens, Peter Pace, Sam Paniccia, Marion Quist, George Srour, Norman Stamboly, Bertha Whiteside, Elsie Williams, Eugene Zabinski.

PHYSICAL EDUCATION K-6: Elizabeth Bali, Margaret Capulupo, Vincent Cattat, Anthony Diodiati, Douglas Erwin, Bernard Gigliotti, Louise Hempling, Betty Hsiao, Rocco Longo, Catherine Maggio, Diane Mancuso, Susan Ohmann, Marcia Pawlings, Marjorie Post, Frances Rescingo, Palma A. Rizzo, Nancy Schrader, Barbara R. Turner. Donald Zumpano.

PRIMARY

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE) SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HEALTH UNIT TOPIC NUTRITION GRADE/AGE LEVEL KINDERGARTEN AGE 5-6 LENGTH OF UNIT 4 WEEKS	MAN & HIS ASPIRATIONS, FEARS, SELF IMAGE, COMMUNITY, WORK I. Milk is a most important food for good health and growth.	COGNITIVE 1 - Given pictures of various beverages, the child will choose those containing the one most important ingredient - milk - with 100% accuracy. AFFECTIVE 2 - Given a field trip to a diary plant and follow-up discussion, the child will be able to describe how others help us to obtain milk and include at least three out of four basic facts. 1 - source of milk 2 - how it is brought to plant 3 - something about process 4 - some information about distribution.	1. Children cut out pictures from magazines of milk and milk products to be pasted on construction paper and labeled. Children should caption the picture. Suggestions can be given - something good for everyone - the most important drink, etc. Display on wall area and discuss at later time reinforcing the importance of milk to good health. 2. Arrange field trip to dairy plant to learn about milk processing. Use correlated stories "The Food That Has Almost Everything" and "From Moo to You - How You Get Your Milk." 3. Read story, "Uncle Jim's Dairy Farm." Discuss the story with the children encouraging them to recall how the dairy farm work was done and emphasis milk and milk products. 4. Read story "I Want To Be a Dairy Farmer," which includes a visit to a city milk plant and a visit to a dairy farm written in very basic vocabulary.	Field trip to dairy plant (Social Studies, Community Workers). (Science, how work is done in plant, process). Cutting and pasting pictures and captioning. (Art and Language Arts). Stories about Dairy Farm and Dairy Plant (Reading Readiness).	Students, being provided with resources for selecting from a variety of foods, will select those that he would eat for breakfast. Alternatives will be generated by discussing the selections students made. Each selection may be considered an alternative. Analyze each alternative in terms of how the selection will affect the way the student will feel, how it will affect growth, ability, to play, work, etc. Provide opportunity to make a new choice. Follow up discussion will be used to determine internalization.	Local Dairy Plant Magazines for picture source, Construction paper, scissors, paste. Stories Excepts from "The First Book of Food," by Ida Scheib, publisher Franklin Watts, New York. "Uncle Jim's Dairy Farm," by Laura Oftedal, publisher, National Dairt Council, Chicago. "I Want To Be A Dairy Farmer," by Carla Greene, publisher, Childrens Press.	Initiate discussion of different kinds of beverages such as Kool Aid, soda, juice drinks, tea, etc. and compare with milk drinks. Ask children which drinks are the most important for good health and growth. Form group discussion on dairy plant visit. Ask questions to elicit relevant facts. Discuss Dairy Farm story and check knowledge by taping comments made by children.
	MAN & HIS ASPIRATIONS, SELF-IMAGE, INTIMATES, COMMUNITY, WORK & PLAY II. Eating a good breakfast makes a difference in how we feel about ourselves, others, and all we do.	PSYCHOMOTOR: 1. - Given a kitchen setting as in Kindergarten room, child will act out the role of a parent preparing a good breakfast for the family and give at least three reasons for eating a good breakfast while pretending to serve the family. COGNITIVE: Given a selection of foods including those appropriate for a nutritious breakfast, child should be able to name and select a minimum of four good food items for breakfast.	1 - Have school nurse-teacher visit classroom for health talk placing emphasis on the importance of eating a good breakfast. Follow up with discussion bringing out need for eating a good breakfast not only as a health help but also to help us feel good about ourselves, our friends and what we do during the day. Ask questions such as "Do we feel happy when we are hungry?" "Can we get tired easily from not eating?" "Do we sometimes feel sad or mad when we are hungry?" 2 - Have children pretend to prepare breakfast in kitchen setting of room, including the foods that make up a nutritious breakfast. Discuss how members of a family help each other by preparing good food. Provide empty cartons and other facsimiles. 3 - From Teaching Pictures, display picture of child eating breakfast and tell accompanying story from resource sheet. 4 - Show film "Good Eating Habits" and follow with discussion.	Visit from School Nurse-Teacher. (Social Studies-occupations) Preparing Breakfast for family. (Social Studies-family roles)		School Nurse-Teacher. Kitchen setting in Kindergarten room. Teaching Pictures, Food and Nutrition with resource sheets by Marie Hibma Frost, from David C. Cook Publishing Co., Elgin, Illinois. Film Good Eating Hadits, from Coronet Films.	Have children mark simple ditto sheets, checking pictures of items good to eat for breakfast. Include all the items children have mentioned as breakfast items in their own home, such as grits, home fries, etc. Have children draw a smile or a frown on the face of incompletely drawn head to show whether breakfast was eaten that day. Have children discuss how eating breakfast makes people feel. Record or tape comments.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HEALTH UNIT TOPIC I NUTRITION GRADE/AGE LEVEL KINDERGARTEN AGE 5-6 LENGTH OF UNIT 4 WEEKS (CONTINUED)	MAN & HIS ASPIRATIONS, FEARS, INTIMACIES, SELF-IMAGE, GOALS. III. We all need to eat some of each of the basic food groups in order to stay healthy. MAN IN HIS PHYSICAL ENVIRONMENT, MAN AT WORK, MAN IN CONFLICT, MAN AS CREATOR AND EXPLORER.	AFFECTIVE: 1 - Playing role of parent, child will prepare a meal for the family in the kitchen setting, including at least one item from each of the four basic food groups. Use pictures, cartons and plastic containers. COGNITIVE: 2 - Given a selection of pictures of various foods, child will separate into the four basic food groups with 90% accuracy. AFFECTIVE: 3 - Given a picture of persons eating good food such as a family eating dinner, child will share his story about the picture including at least three good reasons for eating the right foods - good health, growth, and enjoyment.	1 - Using Chart showing the four food groups, discuss the foods belonging to the different groups and why we need some food from each group every day. 2 - Cut out pictures of food from magazines and group correctly. 3 - During field trip to local grocery or supermarket, have children point out foods from the four basic groups while teacher makes a list of these. After returning to class, an experience chart may be printed for the children describing the trip and listing the foods observed in the store under the correct group heading. 4 - Prepare a snack in school, including foods from the four basic groups. Sample: milk, fruit, vegetables (finger foods), hot dog and roll. Set table and discuss the social aspects of mealtime - a time for sharing news and enjoying being together. 5 - Show films: "Eat Well, Grow Well" & "Mealtime Manners & Health." Follow with discussions.	Foods belong to groups. (Science). Cutting and sorting pictures. (Art). Supermarket experience chart. (Reading Readiness).		Food Chart showing the four food groups, National Dairy Council, Chicago. Magazines and scissors. Local supermarket. Food for snack: donated or purchased. Films: "Eat Well, Grow Well," "Mealtime Manners & Health," both from Coronet films. Picture of family eating together from Teaching Pictures, Food and Nutrition, David C. Cook Co., Elgin, Illinois.	Using teacher prepared ditto sheets, children should to able to underline with different colors pictures of foods from the four different groups. Underline each group with one color. Children should be able to choose from a selection of pictures, foods from each group to make a snack they would enjoy.
	IV. Some foods must be refrigerated and others cooked before eating. MAN & HIS COMMUNITY MAN AT WORK MAN AS CREATOR MAN & HIS PHYSICAL ENVIRONMENT	PSYCHOMOTOR: 1 - Using the kitchen setting with food facsimilies or pictures of different foods, child will place foods in proper place for cooking or refrigeration if necessary with 90% accuracy. COGNITIVE: 2 - Given a list of foods orally, child will be able to recall whether specific food should be cooked or refrigerated with 90% accuracy.	1 - Read "Why Is Food Cooked?" from "Learning Science Through Cooking." Follow up with discussion about reasons for cooking some foods. 2 - Read "Saving Some For Tomorrow" & "Getting From Here To There" from "The First Book Of Food." Follow up with discussion about different kinds of storing and refrigerating. 3 - Using pictures of foods cut from magazines or from Peabody Kit, have children take turns discussing how certain foods are stored or prepared for eating. 4 - Display pictures and read accompanying stories from Hot Foods and Cold Foods Teaching Pictures. 5 - Make soup on hot plate and mix Jello to be put in regrigerator if possible.	Reading Stories. (Reading readiness). Picture Discussion. (Language experience).	Children should be aware that decisions have to be made in order to preserve food for future use and to use it properly when needed.	"Learning Science Through Cooking," by Barbara Davis, Sterling Publishing Co., New York. "The First Book of Food," by Ida Scheib, published by Franklin Watts, New York. Magazines for cutting out pictures. Pictures from Peabody Language Development Kit. Teaching Pictures, Food and Nutrition, David C. Cook, New York.	Repeat activity of picture discussion using different pictures to check recall of how foods are handled for storage, cooking or refrigeration. Ask questions about the possibilities of spoilage when food is not stored or cooked properly and evaluate answers.
	V. Foods are obtained from growing plants and animals.	COGNITIVE: 1 - Given a selection of pictures of various food items, children will recall how they were grown or are obtained with 90% accuracy.	1 - Read excerpts from The First Book Of Food, which describes in separate chapters, the sources of many foods and how they are obtained. Follow up with discussion after each reading. 2 - Show overhead transparency set Seeds On The Move. Have children	Reading stories about the sources of food. (Reading Readiness). Doing experiments described in stories about planting (Science).		"The First Book Of Food," by Ida Scheib, published by Franklin Watts, New York. Overhead Transparencies, by John F. Gardner, published by DCA Educational Products Inc.	A game can be played, wherein the teacher or another child names a food and the child whose turn it is answers with a sentence about the source of the food. (CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HEALTH UNIT TOPIC NUTRITION GRADE/AGE LEVEL KINDERGARTEN AGE 5-6 LENGTH OF UNIT 4 WEEKS		2 - Child will enact role of farmer planting crops and caring for animals, naming the necessary conditions for growth and care as he pretends to farm. He should be able to name the elements needed for growing plants and obvious care for animals. Extra facts are to be encouraged.	bring in seeds they find. Discuss how seeds are made by plants and why they need to be scattered and how they grow in other places. 3 - Read "How A Seed Grows," by Helene Jordon and do the described experiments planting bean seeds and watching them grow. 4 - Read and discuss, "I Want To Be A Farmer." 5 - Use Teaching Pictures and accompanying resource sheet to show and discuss pictures of fruits, vegetables and growing foods. 6 - Make a wall poster with ground line drawn on it and place pictures of growing foods appropriately.	Making Wall Poster. (Art).		"How A Seed Grows," by Helene J. Jordan, published by Thomas Y. Crowell Co., New York "I Want To Be A Farmer," by Irma and George Wilde, published by Childrens Press, Chicago. Teaching Pictures, Food and Nutrition packet, David C. Cook Publishing Co., Elgin, Illinois.	Re-read some of the stories about food sources and follow-up with a class discussion. Tape record children's comments to check information they recall correctly.
(CONTINUED)	MAN & HIS COMMUNITY MAN AT WORK MAN AT PLAY VI. We obtain much of our food by buying it from others.	PSYCHOMOTOR: 1 - While playing the role of the grocer in a simulated store setting child will be able to display at least six different foods and name their source while talking customer to whom he then sells the items. COGNITIVE: 2 - After listening to and discussing "The First Book Of Food," child will be able to recall a minimum of eight different food items which must be bought. COGNITIVE: 3 - Child will recall as many places as he can remember from the story "The First Book Of Food," where food can be purchased, giving at least six sources.	1 - Read "Let's Go To A Supermarket." Discuss the work done in the supermarket and the different foods which can be found there to buy. 2 - Visit the local supermarket and observe and discuss similarities and differences between this store and the one in the story. 3 - Read parts of the book "The First Book Of Food" which describe different places to buy food. Follow-up with discussion stressing the number of places food is purchased. 4 - Learn rhythmic activity "Going To The Store," from resource sheet accompanying Teaching Pictures. 5 - Have children make a mural, using crayons or paint to picture places where food can be bought.	Reading story about supermarked. (Reading Readiness). Visit to Supermarket. (Social Studies). Rhythmic Activity (Music and Dramatic Play). Mural (Art).		"Let's Go To A Supermarket," by J.M. Goodspeed, published by G.P. Putnam's Sons, New York. Local Supermarket. "The First Book Of Food," by Ida Scheib, published by Franklin Watts, New York. Teaching Pictures, Food and Nutrition packet, David C. Cook, publisher. Shelfpaper or similar background paper, crayons or paint for making mural.	Involve children in a discussion of the supermarket and ask who can remember the people who work there and some of the work they do. ex.: putting food on shelves working behind meat counter operating cash register putting groceries in bags, etc. Discuss different places to buy food and print a list on an experience chart as children recall from stories read and places visited, the different places to buy food.

SUBJECT AREA

LANGAUGE ARTS

UNIT TOPIC

NURSERY RHYMES

GRADE/AGE LEVEL

KINDERGARTEN

5-6 Years

LENGTH OF UNIT

4 Weeks

Submitted by:

D. Charron Caparello,
Patricia Crabbe,

General Herkimer School

CONCEPTS & GENERALIZATIONS

Concepts:
The ten strands are:
MAN & SELF-IMAGE - 1
MAN & HIS INTIMATES 2
MAN & HIS COMMUNITY 3
MAN & HIS PHYSICAL ENVIRONMENT - 4
MAN AT WORK - 5
MAN AT PLAY - 6
MAN AS CREATOR & EXPLORER - 7
MAN IN CONFLICT - 8
MAN & HIS ASPIRATIONS & FEARS - 9
MAN & HIS GODS - 10

Gen. A
Nursery Rhymes tell stories 1-9

Gen. B
Nursery rhymes include the real and make-believe. 1-9

Gen. C
Nursery rhymes form a basis for reading readiness. 1-10

Gen. D
Children are entertained by nursery rhymes. 1,2,3,4,5,6,7,9,

Gen. E
Nursery rhymes are classics. 1-9

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

Gen. A
1. Given the prose form and the poetry rhyme, each child will describe the differences between the 2 forms to at least 60% degree of accuracy. (Cognitive).
2. Given simple nursery rhymes, each child will be able to tell in his own words the meaning of the rhyme. (Cognitive).
3. Given a series of pictures, each child will be able to arrange in correct sequence the happenings in the rhyme to 100% degree of accuracy. (Cognitive, psychomotor).

Gen. B
1. Given specific rhymes, each student will identify the rhymes as being generally real or make believe to 100% degree of accuracy. (Cognitive).
2. Given directions and materials, each child will participate in constructing one character as a class. (Cognitive, psychomotor, affective).

Gen. C
1- Given nursery rhymes containing numbers, each child will write the numeral to 100% degree of accuracy. (Cognitive, psychomotor).
2. Given specific words from a rhyme, each.child will provide 2 rhyming words to 100% degree of accuracy (Cognitive).
3. Given repeated rhymes, each child will recite 6 favorite rhymes to 100% degree of accuracy. (Cognitive).

Gen. D
1. Given teacher directions, each child will participate in choral recitation of various rhymes to 100% accuracy. (Cognitive, psychomotor).
2. Given selected songs from a Mother Goose record each will select to pantomine or sing with the record. (Cognitive, affective, psychomotor).
3. Given specific nursery rhymes, each student will chose to participate and assume his responsibility to dramatize a simple rhyme. (Cognitive, affective, psychomotor).

Gen. E
1. Given instructions, suggestions and directions, each will choose a classroom or homework project related to some or several nursery rhymes. (Cognitive, affective, psychomotor).
2. Given a ditto sheet with instructions, each child will bring to class any Mother Goose or nursery rhyme book or materials to share with the class. (Cognitive, affective, psychomotor).

LEARNING EXPERIENCES

Gen. A
1. (a) Classroom discussion and questions.
(b) Viewing bulletin board and counting rhymes depicted.
(c) Show pictures of a story and one of a poem.
2. (a) Reading and saying simple rhymes.
(b) Describing rhymes in own words.
(c) Observing illustrations of various rhymes.
(d) Viewing a film.
3. (a) Discussion of importance of correct order.
(b) Teach poem: First Things First.
(c) Numbering pictures on ditto showing correct sequence.
(d) Arranging pictures in a series.

Reasoning Skills:
Seriation
(a) Recognizes series
  (2) Identifies and applies ordering terms first & last.
  (3) Identifies and correctly orders series.
(b) Produces series
  (1) Seriates a set of objects, which on one or more dimensions
  (2) Inserts objects into their correct position in an existing series.
  (3) Orders events in times.

Gen. B
1. (a) Discussing real and make believe in everyday surroundings.
(b) Presenting examples of real and fantasy.
(c) Playing true and false games
(d) Dramatizing as a class, real and make-believe rhymes.
(e) Saying rhymes and choosing class it belongs to.
(f) Observing, discussing things about a lamb, brought by a farmer.
(g) Planting seeds for "Mary, Mary Quite Contrary".

2. (a) Discussing directions and materials for the construction.
(b) Voting to determine desired character.
(c) Gathering materials.
(d) Participating in construction.
(e) Cutting, painting, gluing materials.
(f) Cleaning up.
(g) Displaying finished product in classroom.
(h) Listening to music while working.

Art, Music.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

CHECK COLUMN UNDER LEARNING EXPERIENCES

VALUING EXPERIENCES

Value Confrontation
1. Recognizes need for choice.
Each child will play the character role:
a. Peter, Peter, Pumpkin Eater. - or -
b. The Old Women Who Lived in the Shoe.

2. Identifies Alternatives:
Chooses one of the above characters and decides how to handle the situation.
(a) Peter, Peter.
  1- Put the wife in pumpkin shell, like Peter.
  2- Get another wife.
  3- Try harder to understand her.
  4- Ask questions to find out problem.
  5- Learn to read and spell.
(b) Old Woman.
  1. Give them soup, spank them and put them to bed like Old Woman.
  2. Get help to take care of the children.
  3. Send some to the neighbors to visit.
  4. Let some go live in another house where there are no children.
  5. Build real house with rooms.

3. Analyzes alternatives in light of consequences:
(a) Peter, Peter.
  1- Wife won't bother Peter if left in the shell.
  2- Peter may be happier because he can live easier.
  3- Peter could be nicer and try to help.
  4- A better understanding of the wife yields a better relationship.
  5- Both on same level of learning.
(b) Old Woman.
  1. Everything will be quiet and the woman will have some time for leisure.
  2. Less work for one person.
  3. Give the Old Woman a little time to rest.
  4. Less children in the house, more attention for other children and responsibility of parenthood for new families.
  5. More privacy, a place for all children now, more comfort.

4. Free choice among alternatives:
The student will orally indicate his choice, when questioned by the teacher. In addition, he will express the alternative that would produce the most satisfying personal feeling.

5. Internalization:
Each child will role play the desired character and act-out the alternative he has chosen.

6. Re-evaluation:
Student, after demonstrating an alternative, may decide another solution is better. Rewrite the rhyme as a class to include the alternative.

RESOURCES & MATERIALS

Mother Goose Favorites, Vol. II Happy Time Records, N.Y.
25 Nursery Rhymes, Vol. I. Happy Time Records, N.Y.

Gen. E
Spirit Duplicator, Mother Goose Rhymes & Pictures, Hansen, Hayes School Pub. Co., Wilkensburg, Pa.

Contacts for rhymes:
1- Miss Jones, Children's Consultant, Mid-York Library Systems.
2- Miss Anderson, Children's Room Director, Utica Public Library, Main branch.
3- Jervis Library, N. Washington St., Rome, N.Y.

General Materials:
BOOKS:
1- Utica Public Library, Main branch.
Nursery Rhymes, D. Lathrop.
Nursery Rhymes, Picture Book, Richard Briggs.
Nursery Rhymes, Children's Poetry, Richard Briggs.
Nursery Rhymes, John Ruskin.
Nursery Rhymes, W. J. Dela Mare.
Nursery Rhymes, Janina Domanska.
Nursery Rhymes, Jack Spratt.
Nursery Rhymes, illustrated by Brenda Seymour.
Nursery Rhymes, Paul Kapp.
Nursery Rhymes, Andrew Lang.
Nursery Rhymes, K. M. Lines.
Nursery Rhymes, Donald Mitchell.
Nursery Rhymes, Norah Montgomerie.
Mother Goose, (picture book) Alice Schlesinger.
Mother Goose, Charles Welsh.
Mother Goose, Brian Wildsmith.
Mother Goose, illustrated by J. W. Smith.
Mother Goose, Eulaie Osgood Grover.
Mother Goose (wood carvings) P. Reid.
Mother Goose, illustrated by Frederick Richardson.
Mother Goose, illustrated by Arthur Rackham.
Mother Goose, illustrated by Nonny Hogrogian.
Lavender's Blue, Kathleen Lines.
This Little Pig Went To Market, Margary Gill.
Best Loved Nursery Rhymes & Songs, Parent's Magazine, by Augusta Buker.

EVALUATION

Gen. A
1. Describe or list orally the differences between the prose form, and poetry rhyme.
Discuss bulletin board pictures.
2. Tell the class in his own words the meaning of the rhyme.
3. Number the pictures in correct order on a ditto.
Draw pictures showing the proper sequence of a rhyme.
Test ditto: Cut pictures apart and paste on another paper in correct order.

Reasoning Skill:
1. Seriation
  (a) Recognizes series 2,3.
  (b) Produces series 1,2,3.

Gen. B
1. Discuss and dramatize true and make-believe rhymes.
Test: Write T or F next to orally read statements.
2. Teacher prepared chart showing each ones contribution to the construction.
Display in classroom the finished product.

Gen. C
1. Write the numerals and teacher will correct. Draw and display pictures of number phrases.
2. Match rhyming words and pictures on a ditto.
Give a rhyming word that rhymes with the word said by the teacher.
3. Individually recite or sing a favorite rhyme.

Gen. D
1. Keep the beat with rhythm sticks to produce a pleasing sound.
Say rhymes through choral recitation.
2. Pantomine or act-out a rhyme to a record as the other children observe.
3. Participate through dramatization a favorite rhyme.
Present a short show for parents.

Gen. E
1. Present a homework or classroom project to their peers, while teacher evaluates each.
2. Show and tell about an object related to a rhyme.
Exhibit materials.

CONTINUED

SUBJECT AREA

LANGUAGE ARTS

UNIT TOPIC

NURSERY RHYMES

GRADE/AGE LEVEL

KINDERGARTEN
5-6 Years

LENGTH OF UNIT

4 Weeks

Submitted by:

D. Charron
Caparello,
Patricia Crabbe,

General Herkimer
School

LEARNING EXPERIENCES

Gen. C
1. (a) Writing the numerals contained in some rhymes.
(b) Making sets of flannel board with correct number of members.
(c) Drawing pictures of number phrases Ex.: 3 bags full

(d) Reading book: Number Rhymes.
(e) Fingering the numbers mentioned.
(f) Preparing, counting, eating pumpkin seeds for Peter, Peter.

2. (a) Discussing and learning about rhyming words.
(b) Giving examples of rhyming words.
(c) Matching words on ditto.
(d) Discovering rhyming words in rhymes, ex.: Jill, hill, down, crown.
(e) Finding words that rhyme with specific words taken from nursery rhymes.

3. (a) Listening to rhymes said by teacher and others.
(b) Singing rhymes with record
(c) Repeating words and phrases.
(d) Putting phrases together to make rhymes.
(e) Reciting rhymes as class and individually.
(f) Practicing favorite rhymes.
(g) Baking a cake for Pat-a-cake, pat-a-cake.
(h) Making oatmeal for porridge.
(i) Writing an experience chart.
(j) Displaying recipe. Math, Music, Science, Home Ec

Gen. D
1. (a) Saying rhymes in a group.
(b) Remembering assigned parts.
(c) Responding at specific times.
(d) Handling rhythm instruments.
(e) Keeping the beat with rhythm sticks. Music, Science.
(f) Clapping the beat.
(g) Accenting specific phrases with instrument.
(h) Eating plumbs for snacks for Little Jack Horner.

2. (a) Listening to Mother Goose records.
(b) Pantomining to words and phrases.
(c) Acting out rhymes to the music.
(d) Singing as a group.
(e) Selecting to participate.
(f) Taking turns to perform. Music.

3. (a) Discussing behavior before performance.
(b) Attending Babes in Toyland as a class.
(c) Selecting one favorite rhyme.
(d) Gathering simple materials.
(e) Discussing procedures. Music,
(f) Dramatizing a nursery rhyme. Art.
(g) Assigning a clean-up committee.
(h) Inviting other kindergarten class to attend performance.
(i) Writing an experience chart.
(j) Presenting a show for parents.
(k) Observing and listening to Miss Anderson from children's department of Main library.

Gen. E
1. (a) Discussion of possible projects.
(b) Make booklets with picture dittos.
(c) Construct dioramas. Mu[illegible] S[illegible]dies
(d) Make puppets.
(e) Draw pictures.
(f) Dramatize a skit.
(g) Recite favorite rhymes.
(h) Prepare a costume and become a nursery character.
(i) Paste collages
(j) Present project to class.

(Continued next column.)

RESOURCES & MATERIALS

Hey Diddle, Diddle & Other Nonsense Rhymes, Rand McNally Elf Book.
The Very Young Mother Goose, Margot Auston, Plat & Munk, Parents' Magazine.
A Child's Rhymes Best Loved Verses for Children, selected by Stanley Hendricks, Hallmark.
Nursery Rhymes - Japanese, Charlotte DeForest
Mother Goose, Mitchell Miller.
Mother Goose, (pictures) B.F. Wright.
Mother Goose, Richard Scarry.
Mother Goose, Harper, 1942.
Mother Goose, Feodor Rojankovsky.
Nursery Rhymes, Iona Opie.
Nursery Rhymes, T. Palazzo.
Nursery Rhymes, illustrated by Dan Siculan.
Nursery Rhymes, Elizabeth Poston.
Nursery Rhymes, H.A. Ray
Nursery Rhymes, Christina Rosetti.
Nursery Rhymes, Prudence Seward.
Nursery Rhymes, (pictures) Paul Goldone.
Nursery Rhymes, Nicholas Tucker.
Nursery Rhymes, Louis Untermeyer.
Nursery Rhymes, Clyde Watson.
Nursery Rhymes, Jane Werner.
Nursery Rhymes, Garth Williams.
Nursery Rhymes, Ray Wood (Folklore).
Nursery Rhymes, Ray Wood (American Mother Goose).
Nursery Rhymes, (Chinese) Robert Wyndham.
Nursery Rhymes, Marianne Yamaguchil
Nursery Rhymes, (dictionaries) Mrs. I. Opie & P. Opie.

North Utica Library
Chinese Mother Goose Rhymes.
Nursery Rhyme Toys, Evelyn Smith.
Mother Goose, 77 Verses with pictures.
Mother Goose, illustrated by Blanche Fisher.
Nursery Rhymes, Clyde Watson.
Nursery Rhymes, R. Wyndhan.

LEARNING EXPERIENCES

2. (a) Show and Tell.
(b) Exhibiting appropriate materials.
(c) Writing an experience chart.
(d) Discussing behavior on trips.
(e) Visiting Storytown.
(f) Taking field trip to the Enchanted Forest.
(g) Attending student assembly of Miss Scarfarotti's music class.
(h) Teacher showing class, Little Bo Peep doll.
(i) Drawing pictures seen on field trip.

Music, Social Studies.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTICE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER ... CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LANGUAGE ARTS UNIT TOPIC CHARACTERIZATION GRADE/AGE LEVEL K - 5 YR. OLDS LENGTH OF UNIT APPROX. 3 WEEKS	1- You can determine what a character is like in literature by what he says and does. Strands: 1- MAN & HIS SELF-IMAGE. 2- MAN IN CONFLICT.	1- Given a story, each student will identify a mean selfish character by reciting orally at least 2 phrases or words as evidence of what the character has said or done. (Cognitive).	1- Read a story to the class. Help the class to verbalize a character's chief need by discussing the questions below. 1- Why does the main character act as he does? 2- Does the character change during the story? 3- If so, in what way? 4- What caused him to change?	SOCIAL STUDIES - Have student choose an important citizen in the community, such as the principal of his school. Discuss the decision the principal has to make in regard to the students. Is she ever selfish in her decisions? Can she justify her selfishness? SCIENCE - What 2 seasons were represented in the garden? How does one of these seasons differ from the other? Name the other 2 seasons. Which season do you like best? Why? MUSIC - Play several rhythmical selections on the piano. Have the students decide which one best describes how the giant would walk, talk, act. Would the music be fast, slow; loud-soft; happy, sad?	1 - In the filmstrip, "The Selfish Giant", the giant realizes his selfishness and chooses to change his ways. Have each student assume the role of the giant. What course of action would he have taken if he were the giant? Does he feel that selfishness is always a bad characteristic? If not, how can he justify being selfish. By being generous and liberal, do other people continually take advantage? Should people be allowed to do this? Have the student relate the experience to his own life. Has he ever shown selfishness in regard to sharing toys, friends, members of his family?	1- 1- "Dumb Stupid David" (Dorothy Addis). 2- "Ellen Tibbits" (Beverly Cleary). 3- "The Mousewife" (Rumar Godden). 4- "Caroline and the Kettle Named Maude" (M.E. Mason). 5- "Pigeon Flight" (Mary Stolz).	1- Have the student verbalize a character's chief need by discussing the following questions. (a) Why does the main character act as he does? (b) Does the character change during the story? (c) If so, in what way? (d) What caused him to change?
	2- You can determine what a character is like in literature by what the author says about him. Strands: 1- MAN & HIS ASPIRATIONS & FEARS. 2- MAN & HIS INTIMATES	2- Given several words and phrases from a filmstrip and record, each student will choose at least 2 of them that are used by the author to describe the character. (Cognitive).	2- Play a record. Just by listening to the record have the student decide how the author would want him to act if he were that character.			2-Stories 1- "Story of Hiawatha" (Educational Record Sales). 2- "Winnie the Pooh" (Educational Record Sales). 3- "Pinnochio" (Educational Record Sales).	2 - Have the student listen to a record and have him decide and demonstrate how he would act if he were that character.
	3- You can determine what a character is like in literature by how the illustrator portrays him. Strands: 1- MAN IN HIS PHYSICAL ENVIRONMENT.	3- Given a picture of a character in a story, each student will identify at least 2 qualities of the character as revealed by the illustrator (physical appearance, gestures, facial expressions. (Cognitive).	3- After a number of stories have been shared with the class, select one of the children to identify a mean selfish character by citing as evidence some of the things the character himself has said to prove the above. List words or phrases on the board.			3- 1- "The King's Procession" (James McCrea) 2- "It's Like This Cat" (E.C. Neville). 3- "On To Oregon" (H.W. Morrow). (Stories).	3- Have the student identify the character by citing as evidence, some of the things the character himself has said to prove that the illustrator was correct in his drawings. List at least 3 words or phrases on the board.
	4- A character's chief need, desire or problem may cause him to act as he does. Strands: 1- MAN IN CONFLICT. 2- MAN AT WORK. 3- MAN AT PLAY.	4- Given a list of questions, each student will volunteer to answer at least 2 questions by putting his own thoughts and ideas into the discussion. (Affective).	4- Have the children just watch a filmstrip. Then list on the board the characteristics each character has. After the characteristics have been listed, they may be checked by listening to the recording that goes with the filmstrip.			4- 1- "The Selfish Giant" (Singer) 2- "Mary's Easter Lamb" (Singer) (Filmstrips and Records)	4- Verbally have the student show how he feels and would act if he were the character with a certain problem.
	5- There is a similarity between how book characters think and act and how real people do. Strands: 1- MAN AS CREATOR AND EXPLORER.	5- Given a character from a story, each student will show how he would act if he were that character. (Affective).	5- Choose a series of sequential pictures in a book and ask children to identify the qualities of a character which are revealed by what the character in the illustration is doing. Use books children have not read. Also let children draw characters as they see them.			5- 1- "Little Toot" (Hardi Granstsky). 2- "The Story of Ferdinand" (Munro Leaf). (Books).	5- Have the student express how he feels about the action of the character in the story. Would he act the same way under the same circumstances? Would he act differently? How and why?
	6- Animals in stories may assume human traits and qualities. Strands: 1- MAN & HIS PHYSICAL ENVIRONMENT. 2- MAN & HIS COMMUNITY.	6- Given a story, in which animals may possess human qualities, each student will assume the role of 1 animal and show by the use of hand puppets, that the animal may act human. (Psychomotor).	6- Take a field trip to some amusement park, where "story book characters" are shown. Have children choose a favorite character to act out and by acting out, show resemblance between a "story book character" and a real - life character.			6- 1- "Enchanted Forest" at Old - Forge, N.Y." 2- "Storytown, U.S.A." at Lake George, N.Y. 3- "Frontire Town" at Exit 29, Interstate 87 Adirondack State Patk, N.Y.	6- Have the student by use of hand puppets and by use of voice and action, show how animals can act human.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS		EVALUATION
MATHEMATICS **UNIT TOPIC** 1. Renaming or regrouping 2. Putting sets together 3. Taking sets apart 4. Combinations 5. Money 6. Feet, Inches, Yards 7. Fractions **GRADE/AGE LEVEL** Primary Level Age 5-½-10 years. Readiness via level 2-Learning situations (self-contained multi-level classroom physically limited children). **LENGTH OF UNIT** 4 WEEKS (longer of Special Ed. Phys. Limited Children need longer. (interested in Success Experiences).	1. The uniting of two or more groupings to form a large unit. 2. Separating of a large unit (object, set) into two or more smaller units. 3. The formation of new units from the original groups. 4. The monetary system of exchange. 5. The unit of basic measurement (feet, inches). 6. Units of smaller basic measurements. 7. The smaller parts of larger objects (fractions).	C) Tasks: Count, (show, demonstrate - concrete objects), compare, solve, and build. 1 - Given a box of counting discs, the student will show by counting the correct number for each set and then put the sets together. 2 - Given counting sticks, the student will show by holding them up, numbers of each group and then place them in a box. 3 - Given blocks, the student will compare each set and in putting it into an egg carton, will complete the large set. 4 - Given a set of rubber animals, the student will solve the problem. 5 - Given large dominos, the student will build the sets and then put them together in problem solving. P) 1 - Having completed the counting sticks procedure, each student will now be able to complete the remainder of the problems of putting the sets together. 2 - Having used the blocks and the egg carton, each student will now complete putting two or more sets together successfully and be able to complete the assigned task of completing his lesson of addition facts. 3 - Using the rubber animals, the student can now count out the stated number, remove the numbers and find the difference for completing subtraction of sets. 4 - Using the dominos the child can build the required sets, put them together and solve the addition facts given him. A) 1. Having used the counting discs to put sets together, the student can initiate the process of addition with meaningfulness. 2. Having used the same discs to take the sets apart, the student will initiate subtraction with meaningfulness.	1. Classroom doing by students using discs, overhead projector, dominos, pencils, etc., will show how they put sets together for math symbols of the addition sentences in their workbooks. 2. Take a box of blocks, lego's, Lincoln Logs, and construct two smaller sets from the one larger set showing with these objects how he initiates the subtraction facts and processes. OTHER SUBJECT AREAS: 1. L.A. storytime 2. Writing lessons 3. Drawing - Art, 4. Music, singing 5. Writing story problems. 6. Writing Math stories.		Recognizing the Need For Choices: 1. Putting set together, choose two sets, three sets to get correct answers, put the money together, take set apart, throw out extras, too many equals, too big a set, take apart - too small a set; throw away, correct get correct answer; choose putting two small sets together; solve problem and arrives at correct answer. 2. By choosing correctly two small sets and putting them together he solves the problem - comes up with correct answer. Identifies Alternative: 1. Had he taken sets apart to solve problem, he could not have obtained the correct answer. Had he thrown them out he could never solve the problem. 2. His choosing the two small sets to obtain the correct answer, he will have demonstrated his math knowledge of addition in relation to the numerals given in the specific problem. Analyze Alternative: 1. He will tell why he chose the two small sets he did, and then tell how that gave him the correct answer in problem solving. 2. The student will show that three small sets would give the wrong answer, he will draw taking sets apart gets a smaller set; but he will demonstrate that throwing sets away will make it impossible for him to solve any problems. Free Choice Among Alternates: 1. He can manipulate the discs into sets and demonstrate correctly, and communicate orally that the two smaller sets represent the math symbols of the problem and putting together process yields correct answer. Internalization - 1. He will be able to draw a picture of the math process he used to obtain the correct answer to the problem.	1. Putting sets together - Holt, Reinhart, Winston, Books - Exp. Math I pgs. 25-27, 25a-29, 127-129-131. Exp. Math II Pg. 8 Monetary System - Money, Holt, Reinhart, Winston, Exp. Math I pgs. 18, 24, 46, 51, 53, 73, 76, 92, 99, 141, 179, 185, 189. Exp. Math II pgs. 112, 111, 183, 50, 53. Combinations - Holt, Reinhart, Winston, Exp. Math I, pgs. 259, 33-36. Filmstrips - outside bldg. Educational Record Sales, N.Y., N.Y. Hon Money (readiness) Reorganizing Numbers (readiness) The Tea Party - -1- 1st Primary Dutch Eggs " " The Circus " " Roy's Number Friends " " The Store Keepers " " Mod. Math " " Sets and Numbers Numbers & Numerals Intro. to Prob. Solving Learning about Equalons Inequalities More Numbers & Numerals Math Playthings - Community Playthings - Rifton, N.Y. Giant Dominos Game 2. Separating Large Sets in to Smaller units. Taking sets Apart - Holt, Reinhart, Wilson. Exp. Math I pgs. 25a, 48, 49, 68, 81, 101, 107, 161. Exp. Math II pgs. 16, 183 -186-189. Monetary System - Money, Holt, Rinehart, Winston Exp. Math I pgs. 18, 24, 46, 51, 53, 73, 76, 92, 99, 143, 179, 185, 189. Exp. Math II pgs. 112, 111, 183, 50, 53. Math Playthings - Community Playthings, Rifton, N.Y., Giant Dominos Game.	3. Counting Money Monetary System - Money Holt, Rinehart, Winston Exp. Math I, 18, 24, 46, 51, 53, 73, 76, 92, 99, 143, 179, 185, 189. Exp. Math II pgs. 112, 111, 183, 50, 53. Combinations - Holt, Rinehart, Winston Exp. Math I pgs. 259-53 -36 Filmstrips - Educational record Sales, N.Y., N.Y. How Many (readiness) Reorganizing Numbers (readiness) The Tea Party - primer 1st Dutch Eggs " " The Circus " " Roy's Number Friends " " The Store Keepers " " Mod. Arith. (levels 1-2) Sets & Numbers Numbers & Numbers Intro. to Prob. Solving Learning about Equatrons Inequalities More Numbers & Numerals 4. Measuring feet, inches, yards. Cassettes - Ed. Process Corp., Tulsa, Oklahoma Series 100 - grade 1 Series 200 - grade 1 Feet - Exp. Math II pgs. 29-83a, 85-129a-134 Holt, Rinehard, Winston, Inches - Holt, Rinehart, Winston - Exp. Math - Primary page 4. Exp. Math II pgs. 29-83a 85, 129a, 134. 5. Smaller parts of larger objects. Monetary System - Money Holt, Rinehart, Winston- Exp. Math I pgs. 18, 24, 46, 51, 53, 73, 76, 92, 99, 143, 179, 185, 189. Exp. Math II pgs. 112, 111, 183, 50, 53. Combinations - Holt, Rinehart, Winston. Exp. Math I pgs. 259-33-36.	1 - Classroom doing by students using discs, over head projector, dominos, pencils, etc., will show how they put sets together for math symbols of the audition sentences in their workbooks. 2 - Take a box of blocks, lego's, Lincoln Logs, and construct two smaller sets from the one larger set showing with these objects how he initiates the subtraction facts and processes. OTHER SUBJECT AREAS: 1- L.A. storytime 2- Writing Lessons 3- Drawing - Art 4- Music, singing 5- Writing story problems 6-Writing Math stories.

Re-Evaluation - 1. He will solve this math problem and be able to use this process to complete the rest of the mathematical sentences correctly.
2- New combinations or communicating the math sentences would be his way of showing me he re-evaluated his choice with new evidence.

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SCIENCE UNIT TOPIC ANIMALS DOMESTIC GRADE/AGE LEVEL KINDERGARTEN 5 Years LENGTH OF UNIT 2-4 Weeks Submitted by: Nella Mac Leod, Brandegee School Eleanor Jenkins, Kemble School Josephine Warmuth, Miller School Irene Jones, Roosevelt School	MAN & HIS ENVIRONMENT 1. Animals are classified as furred, feather, scaled and insect. MAN AT WORK & PLAY 2. All animals must have food, water and a home. RESPONSIBILITY - KINDNESS 3. Farm animals and pets need people to care for them. 4. Animals help man to live. 5. Animals care for their young.	AFFECTIVE 1. Given a selection of animals, student will choose those who they would like for pets. 2. Given a selection of animals, student will choose those who would not be good pets. COGNITIVE 3. Students will be able to identify various animals by name. COGNITIVE: Names, Classes 4. Student will be able to classify animals as to feathered, fur, scaled and insect. 5. Student will orally state the kinds of special foods animals need, for healthy living. 6. Students will state ways in which animals serve man with food, clothing and how animals help with mans' work. 7. Student will state ways in which animals provide man with pleasure and recreation. SENSORY PSYCHOMOTOR 1. Students will describe experience related to sensory perception through touch, smell, sight, hearing by visit of animals in the classroom; trips to a farm, films, film strips and pictures. 2. Student will imitate animal sounds and movement. 3. Student draws animals, makes clay shapes of animals and cuts out animal pictures.	AFFECTIVE 1 & 2 Student will collect, display, observe, discuss pictures of animals. 1 & 2 Class will take a trip to a farm, pet store. 1 & 2 Student will bring a pet to the classroom, i.e. rabbit, kitten, puppy, baby chick or duck, caged bird. COGNITIVE 3 & 4 Draw pictures, cut out pictures, make clay shapes of animals and classify by comparative sizes, appearance. 5. Class will feed pets in classroom. 5. Stories about animals and their food read by teacher. 6. Stories about farm animals read and dramatized in classroom. 7. Student allowed to play with an animal in the classroom. 7. Stories read about other children's experiences with animals. SENSORY PSYCHOMOTOR 1. See 1 & 2 under affective and cognitive. 2. Songs about animals and their sounds will be taught by teacher. 3. Rhythmic games and songs will be played and sung.	MATH 1. Using animal shapes for counting set recognition. 2. Using animals, develop large and small concept. MUSIC (Drawn from the list of book & records). 1. Songs about animals. 2. Development of tone recognition by imitating animal sound at various pitches. 3. Role playing for rhythmic movement. LANGUAGE ARTS 1. Develop auditory alertness to different sounds by identifying sound of animal with the picture of the animal. 2. Develop vocal imitation of a sound by imitating the animal sounds. 3. Sight word recognition of names of animals. ART Using various art media, student reproduces a likeness of animals and their homes.	VALUE DEVELOPMENT * Students will respect the needs of animals. 1. Students will learn proper care of pets. 2. Students learn to relate to other living things by giving love and care to pets. 3. Students learn to respect the native behavior of animals and protect themselves from those of harmful nature to man. * The acquisition of a pet not only gives pleasure to us, but demands care, understanding, and compassion of us.	MUSIC BOOKS Music For Young Americans, (N.Y. Amer. Book Co., '59) Haub, Music Time, (N.Y. Viking Press 1948). The Kindergarten Book (N.Y. Ginn & Co., 1949) Making Music Your Own, (Morristown, N.J. Silver Bordett 1972) Our First Music, (Boston Burchard 1951) RECORDS Rhythm Time Records P.O. Box 1106 Santa Barbara, Calif. FILMSTRIPS & CASSETTES Eyegate, 146-01 Archer Ave. Jamaica, N.Y. 11435 #199B Sounds on the Farm. M2706 The Little Red Hen. M2704 Chicken Little M2705 Peter Rabbit STUDY PRINTS & RECORDS Society for Visual Education 1345 Diversey Parkway Chicago, Ill. #SF105 Pets. #SP106 Farm and Ranch Animals. BOOKS Friskey, M. - Chicken Little Count to Ten (Chicago, Children's Press 1946). Friskey, M. - Seven Diving Ducks (Chicago, Children's Press 1952). Friskey, M. - Johnny the Monarch (Chicago, Children's Press 1961). Brown, M.W. - The Runaway Bunny (N.Y. Harper Row '42) Green, C. - I Want To Be A Dairy Farmer (Chicago, Children's Press 1957). Meeks, E. - Friendly Farm Animals (Chicago 1952). Brown, M.W. - The Noisey Books (Chicago, Harper Row, 1942). Flack, M. - The Angus Books (N.Y., Doubleday 1930). Palozzo, Tony - A Pig For The Farm (Champaign, Ill., Garrard Pub., Co. 1963).	3. Students will respond individually by pointing out the picture of a given animal when shown several different pictures. 5. Student will respond individually in answer to the question, "What does a .... like to eat?" "Where does a .... make its home or live?" PSYCHOMOTOR #2 Student or group of students will relate the story of Three Little Pigs, Three Billy Goats Gruff.

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UNIT TOPIC MAN IN SPACE **GRADE/AGE LEVEL** KINDERGARTEN 5 **LENGTH OF UNIT** 2 Weeks Submitted by: Marcia Guidry Seymour School	**MAN & HIS SELF IMAGE** Man has personal space around his physical self that others should respect. **MAN & HIS INTIMATES** Man and his intimates have a personal space where they have personal freedom. **MAN & HIS COMMUNITY** Man's community can be divided into personal spaces and public spaces where some order might be necessary. **MAN AT WORK** Man has personal space at his own place of work for his particular task. **MAN AT PLAY** Man is given many kinds of spaces in which to pursue use of his leisure time. **MAN IN CONFLICT** Man must learn how to best use his personal and community spaces in an orderly way. **MAN AS CREATOR & EXPLORER.** Man can use his time and energy to create and explore the many spaces in his community. **MAN & HIS FEARS** Man must learn to recognize his fears and with which spaces they associated and then attempt to overcome them for his own personal satisfaction. **MAN & HIS GODS** Man will be aware of his Gods by the allocation of community spaces to be set aside for worship, contemplation and meditation.	1. Given two days to explore the classroom, let each child tell of three activities he really likes (dislikes). 2. Given time to become acquainted with the physical set up of the classroom, children will cut and paste 1 3 pictures each on charts of (1) Things found only in school. (2) Things found in School and Home. (3) Things found only at home 3. Using the fold up doll house with slide in partitions and furniture, the children will with 95% accuracy divide the space for family living. 4. After three days, the children will decide how and where to set up the various activity centers for easy access with 80% accuracy. 5. Given a shoe box and a varied selection of doll house furniture, a child will with 90% accuracy furnish a specific room - Living Room, Bed Room, Kitchen, etc. 6. Given a gameboard with 25 shape outlines and a bag of 25 solids, the child will in one minute match up 95% of the shapes to outlines. 7. Given the 25 solid shapes in a container, the child will with 95% accuracy, correctly identify the shape, use and material of the piece. 8. Given several containers (jars, bottles, cand, boxes, etc.) the child will fill the enclosed spaces full, half full of another substance with 90% accuracy. 9. Given a set of pictures of homes and children, the students will begin to construct simple maps. 10. Given pictures of various buildings, the children will sort them into single and multiple dwellings, hot, cold temporate, climate dwellings, homes, public places, places of worship. 11. Given an elastic band long enough to go around the child, music, and a large area in which to move, let each child feel how it is to move in a confined area alone, with another person.	1. Build with blocks home, school, garages, skyscrapers 2. Let children divide classroom into areas for study whenever necessary. 3. Trips around the school to find office, nurse, custodian, art room, music room and gym 4. Taking slides of children's homes for comparison. 5. Manipulate shapes - circles, square, triangle, rectangle, cross, X, star, diamond, hexagon, oval, cresant. 6. Experiment and compare: Top, Bottom, Middle. Long and Short. Full. ½ Full, Empty. Heavy, Light. Far, Near. High, Low. Hot, Cold, Lukewarm. Thick, Thin. More, Less. Over, Under. Beside . Back, Front. Large, Medium, Small. Chart Making, Cutting, Pasteing. 7. Become aware of various spaces. Igloo, tent, single dwelling, multiple dwelling, Mobile home, apartments, teepee, log cabin, hut, castle, cottage cave. 8. Trip to Junior Museum, new apartment building, new home being built, new construction site. 9. Guest speakers - [illegible]me builders, plans, machines, materials, IA teacher, materials, simple tools, dancer/artist (Mime being in a box). 10. Constructing rooms in shoe boxes, Peter, Peter, Punkin Eater house). 11. Constructing simple furniture out of discards for small dolls. 12. Measuring - linear, dry, wet. 13. Seeing how people manipulate space by watching buildings go up. 14. Map reading - immediate areas and students homes, some community buildings. 15. Divide a house into rooms. 16. Matching solid shapes to outlines into special holes. 17. Estimating.	MATH 1. Rate counting. 2. Adding and subtracting sets. 3. Recognition of geometric shapes in places other than the games. 4. Measuring ½, 1/3, ¼ empty and full. READING READINESS 1. Classification - Sorting. 2. Seeing likenesses and differences. 3. Learning initial consonant sounds. 4. Noting details. SCIENCE: 1. Classification of materials into subsets of leather, wood, glass, plastic, metal and rubber.	The child will tell 3 school activities he really likes, dislikes. CHOOSING 1. The child will choose freely his most (least) favorite activities. 2. He will list or tell of several other things he really likes (dislikes) to do making a list of alternatives. 3. The child will make his final choice. PRIZING: 4. The child will rank his favorite (least) activities in 1, 2, 3 order. 5. He will share with his peers those activities if he desires. ACTING: 6. The child will act on what he believes in by doing and working at his favorite activity (not doing least favorite). 7. He will probably behave in a pattern and do what he really likes to do every day, changing only when he's ready to change and beginning this process all over again.	Set of Unit Blocks (Community Playthings). Kodak film and cameras. Shapes Lotto Game (American Seating Co.). Folding Doll House and Furniture (American Seating) Shape's Ball (Tupperware). Teacher made games and shapes. Various sized and shaped containers that are clean and safe for children to use. Rice and Oatmeal to measure. Art supplies. Throw aways - spools, styrofoam trays, plastic tomato tubes, sewing scraps, shoe boxes. Oak Tag - markers. Elastic - Wrights Sewing Materials - 1 pkg. ¼" per child. Pictures from teacher's file.	1. Children will (through inductive reasoning) arrange the room to their own satisfaction where specific areas are separate but easily accessible to all. 2. Children will show model rooms made with scrap materials using the basic cut and paste technique. 3. The children will put doll house furniture into the doll house to please themselves. (Deductive Reasoning). 4. The children will show to the teacher's satisfaction they can measure rice, water and oatmeal into specially marked containers. 5. The children will, to the teacher's satisfaction, demonstrate an ability to match shapes and play board games. (Deductive Reasoning).

SUBJECT AREA

SCIENCE

UNIT TOPIC

THE
FIVE
SENSES

GRADE/AGE LEVEL

Kindergarten

LENGTH OF UNIT

5 Weeks

Submitted by:

Katherine Fuoco,
Columbus School

Phylis Draper,
Roosevelt School

Nancy Svehlak,
Wetmore School

CONCEPTS & GENERALIZATIONS

SEEING:

1. Seeing is a way to know, we see with qur eyes.
2. We identify colors with our eyes.
3. We identify food with our eyes.
4. We identify shape with our eyes.
5. We see all the things in the world about us with our eyes.
6. Ou eyes help keep us out of danger.

SMELL:

1. The nose is the organ used for smelling.
2. Some foods smell pleasant; other foods smell unpleasant.
3. Certain foods and vegetables have distinctive odors by which they can be identified.
4. Our sense of smell can alert us to danger such as smoke, gasoline, etc.

HEAR:

1. The ear is the sense one uses to hear with.
2. Sounds can be loud, soft, high, low.
3. We can identify animals by the sounds they make.
4. We can identify musical instruments by the sounds they make when played.
5. Your ears bring you all the sounds of the world around you. Some are pleasant, some are unpleasant, some are scary, etc.

TASTE:

1. The tongue is the primary organ of the body used for tasting.
2. Things we taste can be labeled as hot, cold, salty, sweet, bitter, sour, etc.
3. Objects can be classified as edible or non-edible. Some objects should not be put in one's mouth because they may be harmful.

TOUCH:

1. The parts of our bodies which we use to touch with are primarily the hands.
2. We use our sense of touch to learn the characteristics of objects.
3. Our sense of touch helps us keep out of danger.
4. We can identify by touching a variety of textures such as smooth and rough, soft and hard, wet and dry, sticky, prickly, hot and cold, pain and comfort.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)

SEEING:

1. Given a chart with pictures of the five senses, the child will indicate the eyes as the organ used to see with. (Cognitive).
2. Given a chart with the primary colors, the child will point to each color and name it. (Cognitive)
3. Given a chart with pictures of foods, the child will identify them. (Cognitive).
4. Given a chart with the four basic shapes, square, circle, triangle and rectangle, the child will identify them by name. (Cognitive)
5. Given the question: Identify at least 10 things you see in the room in which you're in, the child will list 10. (Cognitive).
6. Given a situation which involves the use of the eyes to avoid danger, the child will be able to tell how his eyes help him avoid danger: ex. ask the child how his eyes help in crossing a street, etc. (Affective).

SMELL:

1. Given a picture of the body, the student will point to the nose as the organ for smelling. (Cognitive).
2. Given a clove of garlic and an opened bottle of perfume to smell, the student will state which has a pleasant odor and which has an unpleasant odor. (Psychomotor).
3. Given an array of fruits and vegetables which have distinctive odors, the student when blindfolded will identify them with 75% of accuracy
4. Given the opportunity to smell a burning candle and a cloth saturated with gasoline, the student when blindfolded will identify the odors.

HEAR:

1. Given a picture chart of a person and animals, the child will point to the ears when asked what the person or animal uses to hear with. (Cognitive).
2. (a) Given the following instructions: I will play 2 chords on the piano. Tell me which is the loud chord." As a result of these directions, the child will state if the 1st or 2nd chord was the loud one.
(b) Given the following instructions: I will play notes on the piano. Tell me which is the high note. Given these directions, the child will state whether the 1st or 2nd note was the high one
3. Given a record listening lesson of animal sounds, the child will identify the different animals heard with 75% of accuracy.
4. Given a musical instrument demonstration in which a horn, drum, piano, violin, bells are played, the child will identify each instrument with 75% accuracy.
5. Given five of the following: a clock ticking, paper being cut, someone running, someone walking, traffic moving, water running, dog barking, fire engine clanging, the blindfolded child will identify each.

TASTE:

1. (a) Given a picture of the body, the student will point to the tongue as the organ for tasting
(b) The student will point to his tongue when asked what one uses to taste with. (Cognitive)
2. Given several foods to taste, the student will indicate orally that they are sweet, salty, etc. (Psychomotor, cog.)
3. Given an array of edible foods, small toys, pencil, scissors, etc., the child will state which can be eaten and which cannot. (Cognitive).

TOUCH:

1. Given a chart with pictures of the five senses, the child will identify the hands as the parts of the body for touching. (Cognitive).
2. Given an object to hold while blindfolded, the child will identify it by touching. (Sensory)
3. Given a chart which includes pictures of dangerous and non-dangerous objects, student selects dangerous ones.
4. Given several objects, the child will be able to tell how they feel. Child will first be given an introductory lesson on words which describe how things feel.

LEARNING EXPERIENCES

SEEING:

1. Show a filmstrip on the five senses and discuss how each helps us know and what the senses are.
2. Have a box filled with assorted colored objects. Each child will select an object and match it with one of his crayons.
3. Let children find all the red objects in the room, all the green objects, etc.
4. Using a food chart, discuss the various foods we see on the chart and name them.
5. Have a chart with shapes. Let the children identify the circle, square, etc.
6. Take a walk and ask the children when they return to discuss what they have seen while walking.
7. Discuss with the children situations in which our eyes help keep us out of danger.

SMELL:

1. Using a chart of the body, point out the nose as the organ used to smell with.
2. Have children smell garlic and perfume and discuss how each smells.
3. Present an array of fruits and vegetables having distinctive odors. Let the children smell them. Then play a "blindfold game" and have them identify fruits and vegetables.
4. Let children smell a burning candle and a can of gas. Discuss the possible dangers which these odors might indicate.

HEAR:

1. Using a tape recorder, tape different room noises. Later play back tape, and have children tell what room noises they heard.
2. Have two boxes, one empty and the other containing an object, shape the box and have children decide which box has something in it.
3. Discuss weather sounds. For example, rain, thunder, hail, sleet, wind.
4. Children experiment with making sounds using different parts of their bodies, such as clapping hands, stamping feet, snapping fingers, smacking lips, coughing.
5. Listen to musical instruments actually played or heard on a record.
6. Play a "Blindfold Game". Let children guess what they hear some other child do. Ex.: Paper tearing, water running, cat meowing, dog barking.
7. Ditto a sheet having objects one can see, touch, hear, taste, smell. Let children mark an X on those objects which make a noise.
8. Let children engage in "sound action" poetry.

TASTE:

1. Using a picture chart of the body, discuss the tongue's purpose.
2. (a) Blindfold children and have them taste foods and have them tell how they taste
(b) Using a chart of foods with distinctive flavors discuss the labels we give to describe how they taste.

LEARNING EXPERIENCES

3. (a) Place food and non-edible objects and discuss which can be eaten and which can not. Also make a point of those that can hurt our mouths.
(b) Go to a grocery store. As children go by the different foods, soap products, etc., discuss those which can be eaten and those which cannot.
(c) Have children cut out pictures from magazines to illustrate those which taste, sweet, sour, bitter, hot, cold, etc.

TOUCH:

1. Read The Mouse Book by Helen Piers and ask what the materials in the pictures would feel like if we could touch them.
2. Think of animals (horse, porcupine, bird, rabbit, snake, fish) and have the children describe how it would feel to touch them.
3. Lead a blindfolded child to one part of the room and ask him to guess where it is by touching. Encourage him to express his discoveries, e.g., "This feels like a sink" or "I must be in the doll corner".

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

SEEING:

ART -

1. Draw pictures of some of the things in the classroom.

MATH

1. Cut out from magazines (2) pictures of objects which are red, (3) which are green, (1) which are blue, etc.

LANGUAGE ARTS

Read stories and poems about colors and shapes.

SMELL

ART

Draw pictures of something which smells pleasant, draw something which smells unpleasant.

MATH

Present a ditto with objects having pleasant odors and objects having unpleasant odors. Have children write the number of things he thinks smell good.

HEAR:

MUSIC

Play musical instruments and discuss their particular sounds.

LANGUAGE ARTS

Read poems on sound.

ART

Draw pictures of (a) objects which make noise and (b) Cut out pictures of things which make noise.

MATH

Given a ditto of various objects, the child will underline and write the number of objects which make noise.

CONTINUED

SUBJECT AREA

SCIENCE

UNIT TOPIC

THE
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GRADE/AGE LEVEL

Kindergarten

LENGTH OF UNIT

5 Weeks

Submitted by:

Katherine Fuoco,
Columbus School

Phylis Draper,
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Nancy Svehlak,
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RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

TASTE:
1. MUSIC -
Sing songs about how things taste.
LANGUAGE ARTS -
2. Poems and stories about taste.
ART -
3. Have children cut out pictures from magazines of foods which taste sweet, those which taste bitter or sour, etc.
4. MATH
Count how many things we can find in a dittoed picture. How many sour things.

TOUCH:

ART -
Collect materials for collage and have the children paste them into pictures. Suggest that some children make collages with their eyes closed. Have other children feel the collages before they look at them.
2. Make a "touch mobile" by hanging tactile objects from a coat hanger. Suspend it at reachable height. Let blindfolded children guess the material.
3. MUSIC -
Sing songs, ex.: "I Have Two Eyes to See With" from Kgn Music Book.

VALUING EXPERIENCES

SEEING:
This valuing experience which includes all the 5 senses can be used upon completion of the unit on "The Five Senses".
1. Recognizes Need for Choice:
Given a picture of the 5 senses, the child is to choose the one sense he might give up if he were compelled to.
2. Identification of Alternatives:
Through discussion, the child would identify the alternatives (sight, taste, small, hear, feel).
3. Consequences of alternatives:
Simulated loss of a sense would be accomplished by blind folding, plugging ears, with cotton, holding nose, etc. for a short period of time.
The child would take into consideration how his choice would affect his life. Ex.: If he chose not to see what would happen? What are the consequences?
4. Choice Among Alternatives:
After discussion of consequences of alternatives, the child is free to choose.
5. Internalization - As a result of choice, the child would ask himself, "How can I compensate for the loss of this particular sense?" He is required to defend choice.
6. Re-evaluation:
Now that the child realizes the implications of his choice would he rather choose to lose another sense rather than the one he first chose to do without? Why?

SMELL:
Refer to valuing given for Seeing
TASTE & TOUCH:
Refer to valuing given for Seeing.

RESOURCES & MATERIALS

SEEING
FILMSTRIPS
(a) The Five Senses, Pub. Enc. Brit. Inc.
(b) Sights & Sounds of the City, Farm, Pet Shop, etc., Pub. Society for Vis. Ed. 1967.

2 BOOKS:
(a) The Five Senses - See Saw Club, Pub. Scholastic Book Service 1972.
(b) My Five Senses by Aliki, Pub. Crowell 1962
(c) The Human Senses by Jeanne Bendick. Pub.: F. Watts - 1968.
3. Charts - Ideal Chart #7 on The Five Senses.
4. Textbook - Concepts in Science for Kgn. by Brandwein/Cooper Pub.: Harcourt, Brace & Jovanich. Inc. 1972, Chap. I.
5. Poems - Poems to See By (Various authors). Pub.: Scholastic Magazine, Sept. 1973 p. 8 & 9
6. Songs - (a) What About Me? (b) See My Big Eyes. from Kindergarten book, pub.: Ginn & Co., 1949.
7. Cassettes - My Senses & Me, Encyc. Brit.

SMELL:
BOOKS:
(a) The Human Senses by Jeanne Bendick, Pub.: F. Watts, 1968.
(b) My Five Senses by Aliki, Pub. Crowell '62
2. Filmstrips:
(a) Using Your Senses by Mr. Club Co.
(b) Taste, Smell, Touch, by Ency. Brit.
3. Magazines, Ex.: Better Homes & Gardens, McCalls, House Beautiful.
4. Ideal Chart #7 (Hear, touch, smell, etc.).
5. Instructo Posters on the Five Senses.
6. Textbook - Science, a Modern Approach, Fischler, Lowery-Blanc 1966, Pub.: Holt, Rinehart, Winston p. 9-37.

HEARING:
BOOKS: (Entire book, no specific pages).
1. My Five Senses - Aliki, Crowell. 1962.
2. The Five Senses (See Saer Book Club) Scholastic Book Service, 1972.
3. Concepts in Science for Kindergarten by Brandewein & Cooper, Harcourt & Brace & Jovanich Inc., 1972.
4. Poetry
(a) I Can - Marcia Soares.
(b) Who Has Seen The Wind - Christine Rosetti.
5. Songs - Old McDonald's Farm.
6. Filmstrip - Sounds, We Hear - (Eyegate '67)
7. How Animals Use Their Senses - Filmstrip by McGraw Hill
8. Science & You by Craig & Bryan. Ginn & Co., 1956, Sounds p. 82 - 94.
9. BOOK - A First Book of Sounds by Melanie Bellah, pictures by Trina Schart, Golden Press 1963.

TASTE: -
FILMSTRIPS -
(a) Taste, Smell, Touch by Enc. Brit.,
(b) Using Your Senses, by Mr. Club Co.
2. Magazines having pictures of foods which illustrate certain tastes: American Home, McCalls, Better Homes & Gardens.
3. BOOKS, The Human Senses & My Five Senses
4. Field Trip to Grocery Store.
5. Ideal chart on "Senses" #7

RESOURCES & MATERIALS

TOUCH
1. Concepts in Science, Paul Brandwein & Elizabeth Cooper, Harcourt, Braces Jovanich Inc., 1972
2. Poetry - A Five Senses Poem from Learning Tune by Louise Binder Scott
3. Science & You - Craig Bryan, Ginn & Co., 1956, p. 13-28
4. The Five Senses - Pub. Scholastic Book Service 1972.
5. Ideal chart #7. (Hear, Touch, Taste, Smell)
6. Filmstrip - Taste, Smell & Touch. Enc. Brit.
7. The Mouse Book by Helen Piers, Franklin Watts Inc., 1966.

EVALUATION

SEEING:
1. Show 5 objects. Have child shut his eyes and tell what he remembers seeing with 80% accuracy.
2. Using a dittoed sheet with pictures of the five senses on one side of sheet and objects which relate best to each, have the child draw a line from the sense to the related object. Ex.: Ears to record player, mouth to apple, eyes to stoplight, nose to flowers and hands to furry dog.
3. Use a ditto on shapes. Have child color all squares red, all triangles blue, all circles orange and all rectangles yellow.

SMELLING:
1. Have the child point to the part of his body he uses to smell with.
2. Blindfold the child. Let him identify a clove of garlic and perfume.
3. Blindfold the child. Let him identify an orange, lemon, watermelon, etc. by smelling.
4. Blindfold the child. Let him identify -
(a) A burning odor when he smells a candle burning.
(b) A gasoline odor when he smells a cloth saturated with gas.

HEARING
1. Show a chart with the five senses and have child select the one he uses for hearing.
2. Play a piano and have the child raise his hand when a loud chord is played.
3. Play a record of animal sounds. Give the child a number of animal pictures. Have the child hold up the picture which he associates with each sound.
4. Play musical instruments and have child identify them while blindfolded.
5. Have children give an example of a scary sound, nice sound, etc.

TASTE:
1. Have child point to what he uses to taste with.
2. (a) Have child taste several foods and state how each tastes.
(b) Show child pictures of different foods having distinctive tastes. Let him point to one which is sour, sweet, salty, cold, hot etc.

EVALUATION

3. Present child with edible food and non edible objects. Let him indicate those he can safely eat and those which he shoul not eat.

TOUCH:

1. Show a chart of the five senses. Ask the child to point to the organ used primarily for touching.
2. Give the blindfolded child some objects with a definite shape, ex.: ball, block, animal, a feather, rock, cloth, etc. The child will identify it by name.
3. Show the child a chart of dangerous and non-dangerous objects. Have him pick out those which are dangerous to touch.
4. Give the child several objects to touch. Ask him to state how they feel, ex.: are they rough, smooth, hard, etc?

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE **UNIT TOPIC** **MY FAVORITE THING** **GRADE/AGE LEVEL** **KINDERGARTEN 5-6 YEAR OLDS** **LENGTH OF UNIT** **1-2 WEEKS**	**SELF-IMAGE.** Daily weather dictates Man's use of clothing for personal physical comfort. Daily weather dictates Man's personal feelings. **INTIMATES.** Man and his peers decide activities and games. **COMMUNITY.** Man's physical place of home is the determining factor for availability of products, materials and proper use of space. **PHYSICAL ENVIRONMENT - WORK.** Man has recorded the earth's changing patterns in seasons, and has prescribed specific activities for each time. **PLAY.** In Man's recording of seasonal change, he has found a need of change of leisure activities.	1. Given a choice of dolls clothes and dolls the child will dress the dolls appropriately for a walk out of doors. (I would expect not to see a jacket and overalls on a hot day or shorts etc. in November). (I would also expect that when they "Let's Pretend" in a different season, they choose accordingly. (Affective). 2. Given a choice of several new varieties of raw fruit to taste, the child could choose a favorite. (New favorites might be e avacado, mango, persimmon, kumquat, apricot, date, papaya, pomegranate, fig). (Affective). 3. Given a set of pictures of the fruit tasted, the child will recall his favorites, least favorites and will be able to tell why. **COGNITIVE:** 1. Given a set of pictures the child will be able to put them in proper sequential order (a tree in the season, growth of an apple, stages in a garden). 2. Given a variety of sports equipment (balls) the children will select the one best suited for their game. 3. Given discussion time, children will decide their own personal favorite seasonal activity. **SENSORY, PSYCHOMOTOR:** 1. Given a group of various aromatic things to smell, the child will identify his favorite by descriptive words rather than by name.	1. A-1 The child can describe what clothing he wears in each season and why. 1. A-2 The child will dress the dolls in the Housekeeping Area correctly for each season. 1. A-3 The child will dress the Flannel Board Cutouts for each season. 2. A-1 The child will taste and discuss raw fruits in season. He will choose his favorite. 2. A-2 The class will go to see the growing places of the fruit, if possible and find out all they can about how it is grown. 2. A-3 The child can discuss ways to change the taste of fruit by addition of sugar, cooking or combining fruits. 2. A-4 The class can plan how to change some by using recipes. With the help of mothers, small groups could prepare several dishes for the group to taste and discuss. 2. A-5 The child can compare the fruit seeds and pictures. (It's fun to compare apple seeds to the apple and tree after visiting the orchard). Mix up seeds and sort to fruit. (Have cards with correct picture and seeds available to check for correctness. 2. A-6 Produce Game - Have cards (8x11) made up with a picture and name of the fruit. Let children sort cans, boxes, jars of fruit products with labels to the cards. 2. A-7 Using some of the above Cards and Cotton Balls, and cooking flavors, play the sorting game. Put several flavors on the cotton balls (1 to 1), put in small baby food jars with a hole in the cover. Let children smell and place jar on the card. (Teacher should keep jars numbered. Have children make up their own answer sheet by drawing a picture of what it is they smell and the number of the jar). 1. C-1 The children will discuss the life cycle of plants, some being annuals, perannuals and trees. Using teacher made or commercial cards the child can put together in sequential order the growth of some plants and fruits. 2. C-2 At game time the children would be given a variety of balls from tennis ball to a large rubber ball (12" dia.) from which to select the one for their game. Let them try several until they find the best one. 2. C-3 In the classroom discussion time, let the children tell what game is played with these various balls. 2. C-4 Let the children sort and match the balls to pictures on cards of other related equipment, (football to shoulder pads, helmet, bowling ball to tenpins, bag, golf ball to flag and clubs, tennis ball to	1. Mathematics. (a) Counting fruit, balls, jars. (b) Sorting (c) Shapes (d) Size relationships - fruit to balls, tennis or golf ball to basket ball, pineapple to cherries, etc. (e) One to one correspondence. (f) Measuring 2. Science: (a) Growth of a seed, life cycle. (b) Pollination (c) Classification (d) Photography Reading Readiness: (a) Discussion (b) Descriptions (c) Role Playing (d) Sorting, classifying (e) Planning (f) Phonics - beginning sounds, rhyming words. (g) Likenesses and differences, sameness (h) Writing Letters (i) Vocabulary development (j) Poetry - finger plays and action poems. Art: (a) Modelling (b) Detail work Social Studies: (a) Occupations (b) Places of employment (c) Areas of farming - space for sports (discuss necessity for year long use of places). (d) Relationships of occupations. Music: (a) Songs (b) Rhythms (c) Improvisations	Children must choose 1 from among a piece of candy, fruit, gum, vegetable. 1. There is a need of choice, the child must choose one of the above. 2. The child must decide which he wants the most. 3. The child must decide upon his favorite in light of taste, smell, value to his health and well-being and what he likes or whatever he decides is his reason. 4. The child will tell of his choices for his favorite and the reasons for each. 5. The child will make his choice and will be able to defend it and himself. 6. After making his decision, the child may still decide to change his mind and make another choice especially if some of his friends have made some statements for one of the other choices.	1. A-1 Personal clothing. 1. A-2-3 Dolls, doll clothing, instructions, weather boy and girl. 2. A-1 Fresh fruits in season - enough for each child to have a taste. Knife, paper plates, napkins. 2. A-2 Orchards, gardens, nurseries. 2. A-3-4 Mothers to help, cooking utensils, food, sugar, spices, hotplate, oven, refrigerator, etc. 2. A-5 Pictures of fruit, actual seeds, collected by teacher and class. 2. A-6 Oak tag, magic marker, empty-clean-safe cans with pictures on labels, boxes with pictures on front, jars with pictures. 2. A-7 Cotton balls, baby food jars, food flavorings, nail or punch to make holes, cards from 2. A-6, paper, crayons, answer sheet. 1. C-1 Teacher made cards, Judy See Queen Magazine pictures to laminate. 2. C-2-3 Various balls - golf, tennis, soccer, basket, football, beach, playground, yarn, nerf, super jacks ball etc. 2. C-4 Equipment borrowed from P.E. Dept. or pictures from magazines or catalogues. 1. P-1 Same as 2. A-7. 1. P-2 Same as W. A-7 plus other flavorings, coffee, vanilla, perfume, vinegar, cola, shaving lotion, mustard, etc. 2. P-3 Fresh fruit (greenish to stand the pinching), or plastic fruit from a variety store or "Kornucopia Fruit" from ABC School Supply, Atlanta, Ga. 2. P-4 Same as above. 2. P-5 White talc clay or terra cotta modeling clay, wood tools, kiln, glazes in various colors of fruits, glaze brushes (those used for glaze alone as other media will spoil the glaze in the firing). 2. P-6 Newsprint, wheat, paste, paper toweling, waxed paper, aluminum foil, tempra, silk-tone and glitter paint, brushes-	1. Children will be able to pick out a variety of pictures of their favorite fruit. 2. Children will display an eagerness to try a variety of new fruit (papaya, avocado, pomagranate, fig) that might not be known to them. 3. Children will be able to find other products made with their favorite fruit (for example, apple sauce, apple pie, apple dumplings, [illegible] coke, apple slices, [illegible] candied, apple slices, dried (Schnite), taffy apples, apple jelly, apple butter, etc. 4. Children will develop sequential orderliness of first, next, last; hopefully, that will carry over to story telling. 5. Children will learn that many games are seasonal and in which season they are played. 6. Behavior patterns will become evident where teacher will guide children with questions and discussions. Some may need individual help at first. 7. Children will begin to put their own rules to games they create. 8. Children will use with understanding new vocabulary. 9. Children will display an enjoyment for experience and ask for more. 10. Children will display understanding of learnings by their actions and words in role playing, discussions and any other situation that arises.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC MY FAVORITE THING GRADE/AGE LEVEL KINDERGARTEN 5-6 YEAR OLDS LENGTH OF UNIT 1-2 WEEKS CONTINUED		2. Given a group of fresh fruits to touch and smell while blindfolded, the child will choose and identify his favorite by shape then by smell.	racket and net, etc.). 3. C-5 After trying out several balls (sec. 2. C-2) have a discussion about which ball is best for the games and why. 3. C-6 In discussion have children decide upon their favorite seasonal sport. 1. P-1 See Experience 2. A-7. 1. P-2 In several jars put cotton balls with other aromas. Let children sort out fruit. Let children choose their favorite of all, of the ones other than fruit, and/or the fruit. 2. P-3 Put several fresh pieces of fruit in the "Feeling Box" let children touch and tell what it is. 2. P-4 Let child touch the fruit in the "Feeling Box" but not tell what it is; instead describe what he feels and let the others tell what it is by his description. 2. P-5 Using clay, model pieces of fruit to use in the Housekeeping Area. Fire and glaze. 2. P-6 Model fruit using papier mache and paint.			Films, filmstrips, overhead transparencies vary school to school, see your AV coordinator. Filmstrip Projector Movie Projector Overhead Projector Tape Recorder and Cassette tapes. Polaroid Camera & film. Instamatic Camera or Snapper cameras and 127 film. Teacher's picture file Seed Catalogs. Seed packets & seeds. Orchard/Nursery catalogues.	

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

AUTUMN

GRADE/ AGE LEVEL

KINDERGARTEN
5 Years

LENGTH OF UNIT

6 Weeks

Submitted by

Donna DiOrio
Columbus School

CONCEPTS & GENERALIZATIONS

MAN & HIS PHYSICAL ENVIRONMENT
Autumn, one of the four seasons brings with it many changes

MAN & HIS GODS, MAN AS CREATOR & EXPLORER MAN & HIS SELF IMAGE MAN IN CONFLICT
1 There are holidays which we celebrate in autumn

MAN & HIS PHYSICAL ENVIRONMENT
3 Animals prepare for winter during the autumn season

MAN & HIS PHYSICAL ENVIRONMENT, MAN AT WORK, MAN AT PLAY, MAN & HIS SELF IMAGE, MAN & HIS INTIMATES, MAN & HIS COMMUNITY
4 People prepare for winter during autumn

MAN & HIS PHYSICAL ENVIRONMENT
5 The temperature drops and Fall begins Sept 21st

MAN & HIS INTIMATES MAN & HIS SELF IMAGE MAN & HIS PHYSICAL ENVIRONMENT MAN & HIS COMMUNITY MAN AS CREATOR & EXPLORER MAN AT WORK
6 The school year always begins in the fall

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1 Cognitive The child will identify the characteristics of the season as temperate changes, foliage changes the birds begin to migrate in the fall (Classifactory reasoning)

2 Psychomotor The child will be able to select the proper clothing for the season from a selection The children will notice that they are wearing heavier clothing.

3. Affective The children will state that they are no longer able to participate in some summer activities and sports such as swimming and that they are not able to stay outside as long as before

Cognitive Child should name the three holidays in the fall (Classification)

Affective Given facts the child will describe which of these he feels describes why Columbus was brave

Psychomotor Make something in regard to each holiday e g , Halloween jack o lantern, Columbus Day boats, Thanksgiving paper turkey

Psychomotor For Halloween, child will dress in a costume

Psychomotor Children will role play being Indians and Pilgrims.

Affective Given some pictures of animals child will describe how each prepares for winter
Cognitive Given a list of 3 animals child will recall how 2 of them prepare for winter (Reasoning),
Psychomotor Playing the role of a squirrel child will show how he gathers nuts and stores them for winter

Affective Child will describe how people feel as winter approaches
Cognitive Child will recall different preparations that people make for winter (Reasoning)
Psychomotor Playing the role of mother child will act out shopping for needed winter items

Sensory psychomotor The child will discriminate between hot and cold
Affective - The child will compare and contrast his activities in fall and in summer

3 Psychomotor (a) Child will enact role of parent describing the clothes he should wear now that it is colder out

4 Cognitive (a) The child will name the season in which the temperature starts to drop Given a choice of four season pictures the child will identify

5 Cognitive (a) Child will identify first day of fall as September 21, each year

OBJECTIVES, (AFFECTIVE COGNITIVE, SENSORY, PSYCHOMOTOR)

6 A Cognitive The child will be able to name the season in which children return to school which marks the beginning of the new school year.
(Relational Implicational Reasoning recognizes relationships among objects and facts)

6 B Affective The child will be able to describe the preparation he/she or the parents make before that child starts school such as purchasing new clothes from stores with "back to school displays purchasing crayons pencils paper, lunch pails, etc , any preparations which were necessary for the child s benefit or his/her siblings.

6 C Psychomotor Along with the idea of a new school new teacher new classroom, the children may take a walking tour around their new school see other primary classes and how the children are expected to behave visit the gym cafeteria, library nurses office and principal s office as well as meet other children also new to school The children will make the acquaintance of new people, faces and places.

Objective They will become aware of their new surroundings (Learning environment)

LEARNING EXPERIENCES

A (1) The children are to observe each day as they come to school, any weather changes of temperature whether it is getting hotter or colder and make a classroom thermometer chart of how the temperature seems to be falling downward
(2) The children are to observe other changes around them in that leaves change colors foliage dies and dries up fewer wild animals are seen because they hibernate and the birds migrate south They may take a walking field trip or observe to and from school what is occurring in natural surroundings

B (1) The child is to observe the types of clothing he/she now wears as compared with what they had worn in summer when it was warmer. They may observe what other children are wearing to notice that people other than themselves are aware of seasonal changes and that for the cause which is colder weather there is an effort in that people must dress warmly for health

C (1) Have the children tell what kinds of sports they may be watching live on a television which may occur in the fall such as football soccer ice hockey and contrast these with swimming tennis, basevall The children should be made aware that in one season lesser clothing is required in sport participation.

LEARNING EXPERIENCES

For Columbus Day read Columbus poems. View and discuss filmstrip Discuss Columbus courage
Prepare Bulletin Board
Color a Columbus ditto.
Make walnut shell boats

For Halloween read story, The Old Black Witch, Wende & Devlin, N Y Parents
Discuss and make pancakes as per instructions
Prepare Bulletin Board.
Color Halloween ditto
Color jack o lanterns
Sing Halloween songs
Discuss safety precautions to observe on this holiday

For Thanksgiving read story, The Pilgrim s First Thanksgiving.
Prepare a ditto from the children s responses to what they are thankful for.
Act out roles of Indians and Pilgrims
Prepare a Bulletin Board.
Color a Thanksgiving ditto
Make paper turkeys.
Write experience chart based on story. The First Thanksgiving
Sing Thanksgiving songs.
Filmstrips, The First Thanksgiving.

Go to the zoo to see specific ways the animals are preparing.
View filmstrip, Animals Get Ready For Winter
Prepare bulletin board using Mini poster cards and discuss
Hear book Lenski Now It s Fall, listen to tape

Visit a department store to look at winter items newly put on display.
Watch filmstrip People Get Ready for Winter and discuss
On flannel board dress people appropriately
Cut out appropriate pictures from magazines

1 (a) Using pictures cut from magazines showing weather discuss and identify hot and cold weather
(b) Using a glass of cold water and a glass of warm water have children feel the cups and describe their sensory experiences Name other things that are hot and cold
2 (a) Using worksheet with various play activities depicted have child note those activities which he can perform in hot weather and those which he does in colder weather
(b) While discussing fall weather children will take on role of raking leaves piling them etc Can you do this in summer?
(c) (Sensory continued)
Take children on walking trip on day temperature is cool Discuss how children will prepare for this day

LEARNING EXPERIENCES

(d) Children will list all things that are cold draw them in a picture
Children will list all things that are hot and list them in a picture

3 (a) Make a bulletin board with a child and his clothes (clothes being separate so that they can be put on child)
(b) Children will discuss the clothes they wear in summer. How has this changed? List the clothes they wear
(c) Using picture cards, discriminate between summer clothes and winter clothes

4 (a) Using picture cards, the children will name the four seasons.
(b) Taking picture for Autumn, the child will describe the particular characteristics of that season
(c) Child will draw a picture of Autumn including these characteristics

5. (a) Using calendar, find 21st of September and identify it as first day of Fall.

A. (1) The child is to be introduced to the name of the season fall autumn, and the months of fall (Sept , Oct , Nov) utilization of the flannel board pictures showing a tree in fall as well as other miscellaneous collections of autumn pictures and filmstrips may be used in order to familiarize children with the characteristics and terminology of fall
2. The child is to be introduced to the term "school" and what it will mean for him/her, the children may draw a picture of the school which they attend and put the school in an autumn setting
B (1) Have the children relate their own experiences in going to the store to buy new school clothes pencils crayons umbrella and what places they went which might have catered to the "Back to School" theme If their mother sewed what kinds of things did she make for them especially for school?
2 Have the child relate what going to school means to him/her Raise the question of how important they feel now that they may attend school
C (1) Have the child describe their school building and draw a picture of another area of the inside of the school building such as the gym cafeteria or library which they have visited telling why this particular place seemed important to them and the purposes of this particular area
(2) Have the children discuss the "helpers" they met in the school such as the custodian, cafeteria help principal librarian nurse and the part each of these persons plays in the school

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

AUTUMN

GRADE/AGE LEVEL

KINDERGARTEN

5 Years

LENGTH OF UNIT

6 Weeks

Submitted by:

Donna DiOrio,
Columbus School

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

1. Check the types of clothing which are required for colder weather by glancing through magazines and collecting pictures of warm clothing which is necessary to keep us warm and healthy. (Health or Science.)
2. As the children check and observe each day the changes in their physical environment, they may keep a pictorial diary separately or a class diary which could be written by the teacher. (Science)
3. The children will notice as the weather gets colder their time spent outdoors is less and less and that their activities will be conducted more indoors especially at school in a large play area such as the gym. (Physical Education).

Making items for each holiday. (Art).
Singing songs. (Music)
Experience chart (Reading readiness).
Filmstrips and stories - discussion (Language Development).

Experience chart about zoo trip (Reading Readiness).
Picture discussion. (Language experience)
Bulletin board. (Art).
Reading book. (Reading readiness).

Experience chart about department store. (Reading readiness).
Discussions. (Language development).
Flannel board. (Art).
Cut out pictures. (Art).

1. Check the changes in the tree and the temperature changes each day as well as the addition of clothing, especially their new clothes for school which were purchased in preparation for kindergarten. (Science - how the earth prepares for winter in the fall season)
2. Children may take a walking field trip to notice the physical environmental changes which occur in the fall such as grass getting brown, birds flying in flocks, trees changing colors, summer flowers dying. (Science)

VALUING EXPERIENCES

Development
1. Can man exist alone?
2. Pilgrims had the choice of cooperating or not with the Indians.
3. Without help the Pilgrims probably would have failed.
4. The Pilgrims accepted the new ideas the Indians offered.
5. Children need help of others.
6. Will this solution help to solve the problem?

Value Development - Foresight.
Preparedness.
1. Should people prepare for winter?
2. Yes or no (you either get a pair of boots or you don't).
3. Unpreparedness could leave you cold or wet.
4. Prepare for winter.
5. He makes the necessary adjustments for winter.
6. Is he better off having made the adjustment?

Classifies Consistently:

Value development - students will be provided with various pictures for selection of those applicable to the season of fall.

Children will discuss those pictures not related to fall and tell why these pictures do not pertain to autumn characteristics

Children will discuss why they did not choose other pictures

Child's ability to internalize or distinguish autumn characteristics from those of other seasons will be demonstrated when presented with additional pictures of seasonal characteristics or items applicable to fall, such as colored leaves, cornucopias of fruit, stories of Halloween, Columbus Day and Thanksgiving

RESOURCES & MATERIALS

1. Use instructive flannel board displaying proper clothing to be worn in the fall season.
2. Film "How To Stay Healthy".
3. Songs - The American Singer, American Book Co., 1950 N Y.
   Pg. 33 - The Empty Nest.
   34 - Leaves.
   49 - The Seasons.
4. The Kindergarten Book - songs
   Ginn and Company - 1957 - Boston
   Pg. 73 77 (Autumn Holidays and seasons).

Mankato, Minn, Oddo Pub., Helmath & Bartlett, Bobley Bear's Halloween.
Educational Reading Service:
Filmstrips: The First Thanksgiving & Holidays and Seasons.
Bemiss, Jason Bulletin Board Kits for Fall, Halloween, Thanksgiving.
Hayes, "Holidays of the Year" & "Kindergarten Primary Art".
Poems from Adams & McCarrick - Holidays & Holidays, N Y. Dutton & Co.
McGovern & Lasker, The Pilgrim's First Thanksgiving, N Y. Scholastic Book Service.
Electric Fry Pan & ingredients for pancakes.
ABC Music Series Kindergarten.
Filmstrip - Let's celebrate Holidays
Here Comes Columbus Day FS 159
Valiant IMC, Hackensack, N J.

Utica Zoo.
Filmstrip - Animals Get Ready for Winter, part of Autumn is Here Holyoke Mass Scott Education
Mini poster cards - Signs of Fall & Fall Fun Trend Enterprises
Lenski, - Now It's Fall, Oxford Union Press, N Y 1948
Cassette tape - Let's Find Out About the Seasons, #301-008-01 Kankakee Ill., Imperial International Learning Corp

EVALUATION

1. The children may discuss temperature change outdoors and how they affect the clothing people wear and activities which people do out of doors.
2. Have the children draw pictures which show physical environmental characteristics which confront the children in autumn.

Child will tell about Columbus' voyage.

Child will tell about safety hazards to avoid on Halloween.

Child will draw a picture of the Pilgrims or the Indians and orally talk about the holiday.

Draw a picture of what animals do in the fall to prepare for winter. Describe to the teacher what is in the picture.

Discuss the trip to the zoo. Ask questions to get at specific details.

Child will orally describe some preparations that have been or could have been made by members of his family to prepare for winter.

1. Observation and individual testing of children.
2. Evaluation of individual worksheets
3. Identify picture cards
4. Child will choose correct picture that depicts the season

1. The children will be presented with various pictures, depicting the four seasons and will divide which pictures depict fall and discuss the fall characteristics in each.
2. The children will discuss the types of clothing to be worn in the autumn and will utilize the flannel board showing what they would wear in autumn
3. The children may discuss in groups what each of them did in order to prepare for school in the fall

Department store.
Filmstrip, - People Get Ready for Winter, from Autumn is Here. (op.cit).
Flannel Board cut-outs - Seasons Fall. (Instructo).
Old magazines.

1. (a) Cut pictures from magazines depicting weather changes and activities.
(b) Cups containing hot and warm and cold liquids.

2. (a) Mimeoed worksheets depicting fall and summer activities.
(b) Thermometer (manual) it changes when you want it to.

3. (a) Bulletin Board with child's clothes and child to manipulate according to weather.
(b) Picture cards depicting items of clothing.

4. (a) A picture for each season taken from a magazine.

- Filmstrip
- Autumn.
- Song - The Fall, p. 54, Making Music Your Own.

Films:
(Encyclopedia Britannica)
Autumn On The Farm.

Song - Autumn Leaves, pg. 56, Making Music Your Own.

5. Calendar - movable days depicting 21st of September as first day of Fall.

1. Instructo - flannel board of seasons. (Employ fall).
2. Language Development films. (Employ fall)
3. Now It's Fall -- Lois Lenski, published by Oxford Publishing Company. 1948.
4. Each child may make a personal experience chart with pictures

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **COMMUNITY HELPERS (FIREMEN)** **GRADE/AGE LEVEL** **KINDERGARTEN** **5-6 Years** **LENGTH OF UNIT** **2-4 Weeks** Submitted by: Doris Papworth, Jones School Audrey O'Shansky Veronica Taylor Ann Keeler, Hughes School	**MAN & HIS COMMUNITY** 1. The fireman is an important community helper. 2. Firemen are on duty at all times. 3. People depend on firemen. **MAN AT WORK** 4. Firemen require special training and equipment.	I. 1. Affective, cognitive Given pictures of 5 community helpers, each child will be able to identify the fireman. 2. Cognitive, affective Given a flannel board story of a fireman, each child should be able to retell in his own words the story. 3. Affective cognitive During fire prevention week, children will listen to the firemen discuss fire prevention at the school and list ways they can help to prevent fires. Given white paper, child will construct Sparky. (Psychomotor). II. 1. Cognitive - Given a movie of the life of a fireman, the children will be able to dramatize 3 different jobs of the fireman. 2. Affective, psychomotor - During play, children will be able to design and construct a fire station and dramatize duties of the fireman. 3. Cognitive, affective - Given the song of the firetrucks, the children will be able dramatize the duties of the fireman. III. 1. Affective, cognitive - Given a filmstrip on the firemen, the child should be able to describe why the fireman is so important. 2. Psychomotor - Given a fireman finger play, each child will memorize A and C and recite it with a minimum degree of competency. (Construction paper and pattern). 3. Affective - Given paper, child will be able to construct a fireman's hat with a minimum degree of competency. IV. 1. Affective - Given a field trip to a fire station, the children will be able to describe the training and duties of the fireman. 2. Affective, cognitive - Given study prints of equipment, children will identify and explain the purpose of equipment. Classification: Given 15 pictures of equipment used by different community helpers, the children will be able to pick out fireman equipment.	I. 1. Present study prints of community helpers, discussing what each does and wears. The children will identify the fireman and then will color and cut-out, a worksheet of the fireman. 2. After presenting a flannel board story of the fireman, the children will be able to take turns coming up and retelling the story. This will be available during free time to be used by the children. 3. The children will walk out in an orderly fashion following rules for fire drills. They will attentively listen to the fireman and selected compositions, then they will return to the room to re-inforce what was discussed. II. 1. After the children have watched the movie of the the fireman, small groups will be selected to dramatize the things that impressed them from the movie with the rest of the class observing. 2. A small group of children will have a turn to construct a fire station and with a ladder, fire hat and hose be able to dramatize duties of the fireman. 3. Two children will be selected to be in a burning house, four children make a firetruck - three ring fire bells and they will act out the song while singing their proper parts. III. 1. After viewing the filmstrip, the children will be able to discuss the importance of the fireman. 2. Having been taught the fireman finger play, each child will be able to perform it to the best of his ability. 3. After cutting a firehat from a pattern and choosing a number for his hat, discussing the purpose of his number, each child will wear his hat proudly. IV. Arrange a field trip to the firehouse to learn how the fireman spends his day. The children will also observe and learn about the different kinds of equipment, the living quarters and watch a fireman slide down the pole. 2. The children will be able to distinguish the different kinds of equipment and its purpose. Present the children with a flannel board, pictures of equipment of different community helpers and the children will be able to identify at least 5 pieces used by the firemen and tell the use of each.	ART Draw pictures, Paints, Crayons, Clay. MUSIC - Songs. DRAMATIZING - MATH - SOCIAL STUDIES -	PROBLEM 1. You are at home playing with your friend and you discover a box of matches. 2. Alternatives What will you do? (a) Play with the matches. Why? Why not? (b) Give them to an adult. (c) Leave your friend. (d) Put them in a safe place. 3. Consequences: If you play with them what could happen? The children will discuss what could happen. 4. Best Solution: The children will choose a solution. 5. Internalize: Through observation, pictures of possible consequences and discussions, i.e., a picture of a child finding a pack of matches on the ground, a picture of a child going into an empty house. Teacher could also create a false situation. 6. Re-evaluate: If a child or children pick the wrong solution. If children pick the right solution, go on to discuss, what if ...	FILMS Coronet Instructional Media 65 East South Water Street, Chicago, Ill 60601 Helpful Little Firemen. Fire Drill at Our School. Encyclopedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Ill, Fire Prevention at Home. The Firemen. MUSIC BOOKS: Growing With Music, Kgn. (Englewood Cliffs, Prentiss Hall 1966) p. 69 - Fire Engine - p. 127 - Fire Men Kindergarten Book (N.Y. Ginn 1942) p. 65 Fire Men. FINGER PLAYS - Scott-Thompson, Rhymes For Fingers (St. Louis, McGraw Hill 1960). p. 25 - Five Little Firemen. p. 25 - Five Strong Firemen. BOOKS: Averill, Esther - The Cat (New York, Harpur, 1960). Barr, J. - Fire Snorkel Number 7 - (Chicago, Whitman 1965). Barnum, J.H. - New Fire Engine (New York Morrow, 1952). Leuski, L. - Little Fire Engine (New York Walch, 1946). Zaffo, G.I. - Big Book of Real Fire Engines (New York, Grosset & Dunlop, 1950). Green, C. - What Do They Do, Policemen and Firemen? (New York Harper Row, 1962). FILM STRIPS (Eyegate) 146 01 Archer Ave., Jamaica, N.Y. 11435 #77 Fire and Fire Fighters. STUDY PICTURES Society for Visual Education, 1345 Diversey Parkway Chicago, Ill. 60614 #SP 120 Fire Department Helpers.	I. 1. Given a ditto sheet with pictures of several community helpers, the children will select and color the firemen. 2. Draw a picture of their favorite part of the flannel board story and tell about their picture. 3. Using a tape recorder, the children will tell how they can prevent fires. II. 1. On the overhead projector, show pictures of men doing various tasks (ex.: collect garbage, delivering milk), the child will select three different jobs of the firemen. III. 1. After the field trip, initiate discussion of fireman's way of life and duties. 2 & 3 The children will use a ditto sheet and match the equipment with its purpose. II 2 & 3. Produce a short creative play, incorporating firemen song, using fire station constructed by the children will dramatize the duties of firemen. III. 1. Given a ditto sheet, the children will match the firemen with their duties. 2. Children take turns repeating one of the numerous poems or finger plays. 3. The child will model his hat and show how he will act if he were a fireman.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATH **UNIT TOPIC** **MEASUREMENT MONEY** **GRADE/AGE LEVEL** 1st Grade **LENGTH OF UNIT** 2 Weeks Submitted by: Mary Lou Pronteau, Mary Sue Pulliese, Mary Pavese, Lucille Semeraro, Kemble School	1. Concept: MAN & HIS PHYSICAL ENVIRONMENT Generalization: Man has labeled money as a means of exchange. 2. Concept: MAN AT WORK Generalization: One of the outcomes of man's work is money. 3. Concept: MAN & HIS COMMUNITY.. Generalization: Man needs money to provide for his needs and wants.	1. (a) Given a set of coins, the student will be able to recognize a penny, a nickel, a dime and a quarter. (Cognitive) (b) Given a set of coins, the student will know the value of each coin. (Cognitive). (c) Given several coins, the student will be able to substitute one or many for another. (Cognitive). (d) Given a set of symbols, the student will be able to associate a symbol for an amount. (e) Given a set of coins, the student will tell the difference by feeling and seeing them. (Psychomotor). 2. (a) Given a certain task to complete, the student will be able to judge how much money the task is worth. (Affective) (b) Given a certain amount of money for a task the student will form an attitude about working and earning money. (Affective). 3. (a) Given some money or using some money earned, the student will be able to exchange the money in correct amounts for goods. (Cognitive).	1. (a) Expose the child to a set of coins so he can handle them. (b) Demonstrate with a flannel board, the value of the coins. (c) Show the student ways of substituting coins and have the student demonstrate in return. (d) Using teacher made flash cards, the student will pay the amount of each listed on his card. (e) The child can play an in a bag feeling game and guesses which coin he has. (Reasoning Skills - states differences between classes). 2. (a) Set up ways of earning play money as a reward for behavior or accomplishment. (b) Have students decide what tasks in the classroom are worth in money and make a job chart. (c) Discuss work and money and which job is harder, etc. 3. (a) Set up a play store using things the children brought in. (b) Have the students set the amounts to be charged for each item. (c) Let the children "buy" the items of their choice with their earned "play" money. (d) Have the children bring in baked goods and have an in the room bake sale with the earned "play" money. (Reasoning Skill - produces and uses relationships among objects and facts).	1, 2, & 3. ART - Each child will make a booklet of simple items and label from 1¢ to 10¢ using magazines, crayons, construction paper and yarn. Making signs for sales. SOCIAL STUDIES - Each child will bring in grocery ads from newspapers and read as many prices as they can. MUSIC - Sing the song: "Ten Little Pennies" (Tune of Ten Little Indians).	Type - Value Development Statement - You are going to a bake sale. You have been given a dime (10¢) to purchase something for yourself and something for your brother at home. Steps: (a) Recognizes need for choice: 1- How many things do you have to buy? 2- How much money do you have? 3- How much will you spend on yourself - on your brother? (b) Alternatives: 1- You can spend 10¢ on yourself. 2- You can spend 7¢ on yourself and 3¢ on your brother. 3- You can spend 5¢ apiece. (c) Consequences: 1- What will happen if you spend it all on yourself? Will your mother punish you? 2- What will happen if you buy more for yourself than for your brother? - Will he be happy? 3- Will everyone be pleased if you spend equally? (d) Select: 1- What would be the fairest and best choice for all involved? (e) Internalize: 1- What did you do to make yourself happy? 2- What did you do to make others happy? 3- Did you make the best decision? 4- Why? 5- If not, what else should you have done?	1. Instructo Flannel Board and Magnetic Sets. Enlarged U.S. Coins #246. Pupil Pack - Using Money. Coin Symbols #1303. GAMES DLM's Money Game #272. DLM's (Development (Learning Materials) Coins and bills, sets of money #325. Song - "Ten Little Pennies" by Mary Alice Harvey - in Music For Young Americans, American Book Co., 1962. Paper, paste, scissors, crayons, cardboard. 2. Large cardboard box for store front cut-out. Paint, items for store. 3. Cash register or money box with compartments. Baked goods.	1. (a) Teacher constructed ditto tests with pictures of coins or continental or Hayes dittos of coins. (b) Teacher oral tests of matching coins with flash card amounts. (c) On a ditto, children will draw 2 ways of getting certain amounts of money. (d) Given oral directions, students will write numerals for each amount in direction. (e) Asked oral questions, students will tell which coins are smaller, larger, etc., than others. 2. Teacher observation of participation and ideas contributed by each child. 3. (a) Teacher observation of interest in store. (b) Teacher check of how many items students priced fairly. (c) Teacher check of students' ability to count correct amount for an item or to make correct change.

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MATH **UNIT TOPIC** **GEOMETRIC SHAPES** **GRADE/AGE LEVEL** 1st Grade **LENGTH OF UNIT** 2 to 3 Weeks Submitted by Ann Calabrese, Carol Williamson Lincoln School	1. **MAN & HIS PHYSICAL ENVIRONMENT** Concept Everything around us has a recognizable shape (man made) Generalization (a) Nature has a recognizable shape and form 2. **MAN AT PLAY** Concept Many sports, physical activities, games and hobbies are based on geometric shapes Generalization (a) In order to be successful with different activities, child must be able to recognize shapes. 3. **MAN & HIS COMMUNITY.** Concept: **Man** is surrounded by shapes that influence his existence Generalization: The buildings man has made reflect the times and help shape new ideas.	1 (a) Given shapes cut out of paper the student will name a circle a square a rectangle, a triangle and a diamond (b) Given pictures of objects around him and shown objects the student will recognize related shapes in man made things. (c) Given a set of objects, student will clarify them according to shape. 2 (a) Given pictures of objects or game diagrams, student will name the basic shapes of each and discuss. (b) Given oral direction, student will name basic shapes for some things and games and discuss their uses. (c) Given oral questions, student will explain the need for shapes in games or sport activities and surroundings and their specific contribution or affect on the game. 3.(a) Given pictures of different kinds of buildings, the student will identify some basic shapes in their construction. (b) Given the same pictures, the students will identify the buildings as old or new.	1. (a) Students will construct a circle, a square, a rectangle, a triangle and a diamond out of glue and yarn on paper during a teacher demonstration (b) Student will trace and cut out shapes (c) Student will draw pictures of surroundings using basic shapes (Reasoning Skill Recognizes superordinate) (Subordinate relationships) (d) Student will cut several shapes and objects put them in an envelope, exchange envelopes and classify each other's shapes and objects 2. (a) Students will cut pictures out of magazines and paste onto construction paper pieces (already cut into basic shapes) of similar shape. (b) Student will construct a baseball diamond on the playground with string, posts or whatever is appropriate (c) Student will construct things from shapes and orally conclude that each shape serves a purpose (Reasoning Skill recognizes regularity, pattern and order) 3.(a) Take a bus trip around the city noting the kinds of buildings, their uses and when they were built. (b) Take pictures of buildings representing each shape or cross shapes. (c) Make a booklet from photos and include representative basic shapes cut from construction paper.	LANGUAGE ARTS, Development of vocabulary square, circle, etc and use of such as sight words 2. ART Contribution of shapes objects and outlines with several art media yarn, paper, glue, scissors, chalk and clay Recognition of basic architectural forms 3. GYM Physical Education through the playing of a circle game and by playing baseball. 4 SCIENCE - Rules and methods of collecting data observing and drawing conclusions. 5 SOCIAL STUDIES Becoming familiar with the neighborhood and city by touring to recognize buildings	Type Value Clarification Statement The entire class of 25 children want to play a game like baseball in which they can all play at once with no one sitting on the bench. Steps (a) Recognize need for choice 1 Should we make it just like baseball and add a few players? 2 Should we change the design and the rules? (b) List alternatives. 1 Should we change the shape of the field to a circle? 2 Should we change the shape to a double triangle? 3 Should we change to a square shape? c List consequences 1 People will be in all even areas (No short stop out field etc.). 2 People will cover most areas unless they stand in a line 3 Positions may be crowded if 2 of everyone at a position is utilized. d. Make a selection 1 How can the whole class participate best? (e) Internalize. 1- Is everyone willing to play this way? 2- Will there be any fights over playing positions. 3- Who decides who goes 1st etc. (f) Re-examine. 1- After the game, ask, "Is it working"? - 2- What didn't work? 3- What should we change?	1 Silver Burdett Math Kit 2 Flannel Board 3 Felt cut outs 4. Felt material in large pieces 5 Sports equipment from Physical Education Department 6. Camera Film (Ideally Polaroid). 7 Crayons, paints, glue yarn, scissors. 8 Books "Discovering Shapes" (by Western Pub.) New York 1970. "Size and Shapes Circles (513S). (Sitomer Pup.) Chicago '71 Ant and Bee Go Shopping by Angela Banner, Random House, 1970, Boston "What Happens When You Build A House" by Shay Random House, Boston '68 "Shapes" by M.E. Schlein Houghton Miflin, N.Y. (741S) 1970 SVE's Series of Filmstrips "How We Get Our Homes" Encyclopedia Britannica Filmstrip "Houses of Long Ago" McGraw Hill Filmstrip "Life in a Medieval Castle" Books - "Patterns, What Are They?" by Wm. Shimer - Am Book, New York "Here Comes The Strike Out" "Play Ball" Amelia Bedilra Random House, Boston. "Barney Plays Baseball" Random House, Boston. Song - "Casey At Bat".	1 (a) Random House Criterion (b) & (c) Testing on shapes and)teacher observation and evaluation of oral naming of shapes and related objects 2 (a) With a ditto, teacher contributes test the student will match objects to their basic shapes (b) On a paper with some basic shapes, the children will draw an object using the shape as a basis (c) Children will orally explain the shapes of 3 games (kick ball, baseball, dodge ball) and why the people stand in those respective positions (d) Children will draw the appropriate shapes for 3 games and put circles where the people would stand 3.(a) On a teacher constructed test, the children will color different shapes different colors as perceived in houses, barns, etc. - color the circles blue the triangles yellow etc (b) Shown pictures of buildings the student will verbalize whether it is old (traditional) or new (modern form)

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SCIENCE **UNIT TOPIC** THE FIVE SENSES **GRADE/AGE LEVEL** 1st Grade 5-7 Years **LENGTH OF UNIT** 4 Weeks Submitted by: Mary Jones, Conkling Elizabeth Judson Jefferson School Francine Scaduto, Barbara Kates, Wetmore school & Lee Granmon Herkimer School	1. The 5 Senses affect man in conflict 2. The 5 senses affect man in community relations 3. The 5 senses affect man as a creator and/or explorer 4. The 5 senses affect how man functions with his physical environment. 5. The 5 senses affect man at work and play 6. The 5 senses affect man getting along with intimates	1. Cognitive Given an illustration of a conflict situation the child would (a) be able to list the senses that enable him to realize a conflict existed and (b) be able to list senses he could use in order to resolve the situation. 2. Cognitive After a thorough investigation of community helpers through filmstrips movies and books each group of children will choose one helper and make a booklet showing how that helper uses his 5 senses for his job. 3. Cognitive (a) Explorer after a field trip in a natural setting (farm) have children analyze and describe what they injected using their 5 senses in illustration form to the best of their ability (b) Cognitive, sensory, psychomotor Creator Each child is given a block of clay to construct an object. They will explain what senses they used in creating and deciding upon what object to create to the best of their ability. 4. Cognitive, psychomotor Given familiar objects the child (while blindfolded) will describe these objects using touch, taste and smell, and hearing. 5. Cognitive, psychomotor Giver Cuisenaire rods, the child will, through manipulation and vision, or by using the senses of touch and sight, perform mathematical computations with 90% accuracy (b) Cognitive psychomotor Given different types of games, the child will decide which senses are required to play the games. 6 (a) Cognitive, affective Having paired the children in the classroom, each child will observe his partner using his senses to produce an evaluation of his partner and what feelings he has (b) Affective, cognitive - Given an illustration of different situations and interactions, child will express in writing why or why not he likes the child in question	1 Reasoning predicts outcomes Given the film "What Would You Do?" in which the children are in conflict situation, have the child answer what he would do in that situation and what senses would be used in his choice 2. "Break" the children into groups Each group will decide one helper to investigate. Have each group make a booklet 5 pages in length devoting one page to each sense. Children will draw, cut out, paste, write a sentence etc., to show how helper uses his senses for his work. 3 (a) Read story "I Want To Be A Farmer". Have children illustrate a farm picture. Tape familiar farm sounds and have children identify verbally. Have children make a farm bulletin board. Tape common musical instruments. (b) Have children describe how clay feels, reacts and possibilities of creation, verbally (c) Have children draw to speed of music and sing the song "I Bought Me A Cat", listen to album same song. 4. Child puts his hand in a box of various textures (feather, sandpaper, cellophane, wool etc., and describes what he has. 5 (a) The child will use the Cuisenaire rods to perceive relationships between numbers, perform calculations and make up and solve problems (b) Children can discuss games they play, describing them in terms of which senses are involved in which activities. children can also draw pictures of these games and compare them, again, in terms of which senses are needed. (c) Children can use different materials to make their own rods, measuring carefully to ensure correct scale (d) Children can listen to a story of the origin of the Cuisenaire rods and then illustrate the story (e) Children can use the Cuisinaire rods during a music lesson to perceive relationships between notes. 6. (a) 1- Blindfold one child and have him touch the other child and describe what he has felt. 2- Have each child observe one another and tell what they see and observe in written form. (b) Have pictures showing children involved in helping others, also have pictures showing children in disagreement in various ways. Have children explain what is happening and what they would do in same situation	1 SOCIAL STUDIES reading (read sub titles on film) and LANGUAGE ARTS (be able to write an explanation how he arrived at his conclusions 2 ART pasteing cutting drawing pictures LANGUAGE ARTS writing sentences for pages in booklet SOCIAL STUDIES studying occupations THINKING SKILLS working in groups assigning jobs to classmates. Decision making. 3. SOCIAL STUDIES - field trips ART illustration and clay LANGUAGE ARTS discussion. (b) ART clay experience bulletin board. READING READINESS reading story of farmer LANGUAGE ARTS explaining senses 4. LANGUAGE ARTS vocabulary and oral expression HEALTH discussion of allergies READING & WRITING experience charts 5 MATH ART SOCIAL STUDIES MUSIC LANGUAGE ARTS 6. LANGUAGE ARTS written and oral SOCIAL STUDIES	1. Children should be able to decide upon a correct solution to a conflict situation and realize the correct thing to do 2. Value Clarification (1) Recognizes need for choice They may choose helpers and decide what they want to draw (2) Identification of Alternatives The child may change his mind and find other topics more inviting (3) Consequences of alternatives Working in another group he may find his new tasks more difficult or less appealing. (4) Free choice among alternatives He will give reason for a particular choice (5) Internalization The child will defend his choice for a picture or story (6) Re-evaluation Children will exchange ideas with other groups and return to groups for re-evaluation or addition 3 Children will be able to appreciate and measure how worthwhile 5 senses are to them 4 (a) The children are free to describe the objects in any words they choose and they may revise the descriptions if they wish (b) The children can appreciate others attitudes and ideas by listening to them subjectively describe familiar objects. 5. Children should realize when Cuisenaire rods can be used their helpfulness in solving computations and the importance of accurate measurement. 6. Child will be able to judge children more accurately by observation and using their own judgement.	1 Films Charts showing 5 senses. Science tests. 2 Books, Filmstrips Films Utica Ed Film Exchange #133 City Fire Fighters #257 The Fireman. #551 The Policeman. 3. (a) Filmstrip "A Day On The Farm" SVE Farm illustration from library. SVE 5 senses illustration library. Tape recorder of farm sounds Book "I Want To Be A Farmer" by Irma & George Wilde (b) Clay. First grade music and record album book, "Making Music Your Own" by Silver Burdett. 4. Chart paper, feathers cellophane, thread, paper, yarn, chocolate, crackers, oranges buttons etc. Child's book - "My Five Senses" by Crovell. Teacher s source book. The Human Senses by Jeanne Bonclick 5 Cuisinaire Rods Art Materials, Music books and materials Games Resource on Origin of Cuisinaire Rods World Book Encyclopedia vol 4 pg 941 6. Blindfold Pictures of children aiding one another. Pictures of children having disagreements	1 Given a situation verbally the child will be able to list the senses used to detect conflict and senses used in resolving conflict 2 After all presentations children will discuss what senses are most vital to each community helper 3 (a) After class discussion of field trip tape record children's comments to check information they recalled correctly (b) Make an experience chart of children's comments of what senses they used in what capacity to construct and create their clay object 4. (a) Children are given a description of a familiar food and see if they can guess the object (b) Children can choose any object in the room and use all their senses to study it then describe it 5 (a) Given 20 equations the child will solve them using the Cuisinaire Rods to 90% accuracy (b) Given Pictures of games and activities children will list senses involved with 90% accuracy 6 (a) Given a certain situation of children aiding each other children will illustrate another possibility to solving situation to the best of their ability (b) Giver a conflict situation children will illustrate a solution to conflict and discuss illustration with class

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SCIENCE UNIT TOPIC ANIMALS GRADE/AGE LEVEL 1st Grade 6 Year olds. LENGTH OF UNIT 2-3 Weeks Submitted by: Ruth Bennett, Susan McCann, Jones School & Mary Fusaro, Sunset School	Concept: MAN & HIS PHYSICAL ENVIRONMENT Generalization: 1. Animals may be distinguished from one another by various characteristics. (a) Animals have different outer coverings. (b) Animals move differently. (c) Animals eat different food. (d) Animals have different colors. (e) Animals are different sizes. (f) Animals reproduce in different ways. Generalization: 2. Animals can be classified into groups on the basis of their physical characteristics. (a) Mammals have certain similar characteristics. (b) Birds have certain similar characteristics. (c) Reptiles have similar characteristics. (d) Amphibians have similar characteristics. (e) Fish have similar characteristics.	1 (a) The child will be able to identify and describe outer coverings of the different classes of animals. (Cognitive). (b) The student will be able to describe what part the animal uses for locomotion. (Cognitive). (c) The student will be able to list the type of food eaten by each type of animal. (Cognitive). (d) The student will be able to construct a chart demonstrating the color characteristics of common animals. (Psychomotor). (e) The student will be able to relate how they would feel in the presence of different size animals. (Affective). (f) The student will make a scrapbook of different baby animals and briefly describe if they are born alive or hatched from eggs. (Psychomotor). 2. The students will make a chart on which they will place the different characteristics of the different classes of animals - outer covering, condition of birth, habitat, method of breathing, care of off spring. (Cognitive, psychomotor). (a) Given the names of animals, students will be able to classify them. (b) Given the outer covering, the students will identify the animal. (c) Given the condition of birth, habitat, breathing and care of off spring, the student will classify the animal.	1. (a) Trip to Jr. Museum (display of animal coverings.) Collect animal coverings. (b) List animals with 2 or 4 legs, no legs, and draw pictures showing different animals using different types of motion. (Reasoning Skill - names classes) (c) Discuss differences between plant eaters, meat eaters. (Reasoning Skill - states differences between classes). Invite a zoo representative to explain animals' foods. (d) Make pictures depicting animals that change color or hide in nature. (Reasoning Skill - Identifies cause and effect relationships). (e) Act out how they would feel if they come in contact with a certain animal. (f) Discuss fears of animals and positive thinking towards it. (g) Make a class scrapbook. Each group will develop one chapter on a type of animal. 2. Make a chart incorporating all the above information. (b) Take a trip to the zoo and take pictures of animals to classify when developed. (c) Take a trip to the Busch Woodlands Museum in Cooperstown.	1. (a) ENGLISH - Write experience story about each kind of body covering. ART - Draw an imaginary animal and write a description of the animal's outer covering. (b) GYM - Do activities imitating the motions of various animals. MUSIC - Do various movements of animals to different rhythms. (c) CREATIVE DRAMATICS - Act out child's reaction to an encounter with certain animals. (f) ENGLISH - Write a rhebus story about each type of animal to put into the scrapbook 2. READING - Each child will do an oral or written report about some animal book SOCIAL STUDIES Have a pet show and each child will bring his pet and tell what type of animal it is, what it eats, etc.	Type: Value Development. Statement: You have just moved from a farm to an apartment in the city. Your mother said you could keep one pet from all the animals on the farm. The rest will stay with the new owner. You live on the second floor and have a small backyard. Your mother will go to work every day when you are in school. Steps: (a) Recognizes a need for choice 1- Can all the farm animals be moved to the second floor city apartment - the cow, ducks, dogs, pony, etc. 2- Why not? - too big, needs grass, hay to eat, needs barn, needs running room, needs fence. (b) List alternatives 1- Which ones could live in the apartment (size wise). 2- Which ones couldn't live in the 2nd floor apartment. (c) List consequences. 1- What would happen if you kept each animal? 2- What would you have to do for each one? (Provide food, home, etc.). (d) Selection. 1- Which one would be best? easiest to care for and to keep happier for the animal itself (e) Internalize. 1- Which would you play with? 2- Which would you like the most? 3- Which would you have the longest? (f) Re-examine. 1- Is the one you have chosen easy to take care of? 2- Where can you buy food? 3- How does the animal like being inside? 4- Does the animal take care of itself? Is it clean?	1 & 2 FILMS - Utica Film Exchange. Animals 194 Andy's Animal Alphabet. 287 Animals and Their Homes. 816 Animals With Buckbones. 834 Behavior in Animals and Plants. 804 Bushy the Squirrel. 1205 Elephant Baby 1199 Farmyard Babies. 189 Flipper, the Seal 571 Zoo 1098 Tuffy the Turtle 913 How Animals Help Us. 505 Animals Growing Up. 255 Animals in Autumn. 256 Animals in Spring 1017 Animals in Winter. 1040 Beaver Valley. 1143 Birds of the Sea. 507 Black Bear Twins. 518 Common Animals of the Woods. 1208 Farm Animals and Their Mothers. 109 Frisky the Calf. 296 How Animals defend Themselves. 290 How Animals Move. 915 Wonders in Your Own Backyard. BOOKS "Animal Doctors", Harper 1967, New York "Wild and Tame Animals", Doubleday 1962, New York "Who Lives in This House", McGraw 1957, New York "Let's Find Out About Animal Homes", New York Watts 1962. "Animals Around The World", McGraw 1967, New York "After The Sun Goes Down", McGraw 1956, New York "Big Snow", MacMillian 1948, Chicago. "Wings, Legs or Fins", Knopf, 1965, New York "The True Book of African Animals" Children's Press, Chicago, 1954 "The Bad Child's Book of Beasts", Knopf 1965, New York "Let's Go To a Circus", Putnam 1960, New York "Birds At Night", Crowell, 1968, Dallas "Birds Eat and Eat and Eat", Crowell 1968 Dallas. "Elizabeth, the Bird Watcher", New York, MacMillan, 1963 FILMSTRIPS (SVE Company) "Toads & Frogs" "Farm Animals" "Honeybees" "Tame Animals" "Birds Homes" "Animal Babies" "Animals on the Farm" "Visiting a Farm" "Birds of Our Community" "Wild Animals" "What is Alive?" (All the above are available at Jones School) Paper, pencils, crayons, scissors, paste, camera, film.	1. & 2. 1. The child will match a picture of an outer covering with the name of an animal that has that type of covering. 2. The child will act out different methods of how an animal moves and how the child himself would feel when confronted by different animals. 3. The child will list the type of food eaten by specific animals. 4. The child will chart the common color characteristics of several animals. 5. The child will chart the different characteristics of the different classes of animals (Outer covering, condition of birth, habitat, method of breathing, care of offspring).

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SCIENCE **UNIT TOPIC** **WEATHER (WHAT IS WEATHER?)** **GRADE/AGE LEVEL** **AGE 6** **GRADE LEVEL 1** **LENGTH OF UNIT** **8 WEEKS**	**PHYSICAL ENVIRONMENT - ASPIRATIONS / FEARS** 1 - Sunshine, temperature, moisture and wind are elements of weather. 2 - Weather combinations vary. 3 - Weather changes often. **PHYSICAL ENVIRONMENT - CREATOR / EXPLORER - INTIMATES** 1 - We use the thermometer to estimate temperature and to measure it exactly. 2 - Temperature is an important part of the weather and affects our daily activities. **PHYSICAL ENVIRONMENT - CREATOR / EXPLORER SELF - IMAGE** 1 - Air is all around us. 2 - Air can be moved. **PHYSICAL ENVIRONMENT - PLAY - WORK CREATOR/EXPLORER INTIMATES** 1 - Wind blows from different directions. 2 - Wind is air in motion. 3 - The direction and force of the wind affects our weather and our daily activities. **CREATOR/EXPLORER INTIMATES** 1 - When water evaporates, it goes into the air and becomes invisible. 2 - When air is cooled enough,	1 - Given four pictures of the four seasons, each student will choose the season he likes best and tell why he chose the season. (Affective). 2 - Given two pictures of a rainy day, a sunny day, each student will tell how the pictures make him feel. (Affective). 3 - Given two pictures showing snow, sunshine, each student will tell where he would like to live and why. (Affective). 4 - Given cardboard pieces of red and white ribbon, scissors, sewing material, each student will construct a mock thermometer. Given a mock thermometer, each student will demonstrate knowledge of degrees of hot, cold on the thermometer by moving ribbon to two numerical readings. (Cognitive). 5 - Given four pictures of different seasonal clothing, each student will demonstrate knowledge of proper clothing for different seasons by selecting one picture for each of the four seasons and telling why it was selected. (Cognitive). 6 - Given a bottle and pan of water, each student will demonstrate knowledge that air is all around us by putting bottle in water sideways to see bubbles of air come out of bottle. (Cognitive). 7 - Given a monthly calendar (one month), each student will demonstrate knowledge that weather changes from day to day by drawing weather picture for each day of the month (Cognitive). 8 - Given paper, pin, stick, each student will demonstrate that sometimes the wind blows gently, sometimes hard, by constructing a pinwheel. (outdoors) (Cognitive). 9 - Given three different pictures showing sun, clouds, lightning, each student will demonstrate knowledge of weather clues by telling what the sun, clouds, and lightning predict in weather conditions. (Cognitive). 10 - Given drawing paper, crayons, each student will demonstrate knowledge of different kinds of weather by illustrating a rainy day, a sunny day,	1 (a) Display pictures of the four seasons. (b) Students will choose the season they like best and tell why. (c) Students will illustrate the four seasons on a class mural. 2 (a) Display weather pictures on bulletin board - a rainy day, a sunny day. (b) Each student will tell how the pictures make him feel. 3 (a) Display weather pictures showing snow, sunshine, on the bulletin board. (b) Each student will tell where he would like to live and why. 4 (a) Using cardboard, pieces of red and white ribbons, scissors, and sewing material, construct a mock thermometer. (b) Make a display of various kinds of thermometers - car, oven, hospital, and home thermometer. Discuss use of the different kinds of thermometers. Make labels. (c) Construct a "dial" thermometer. (d) Experiment with thermometer by moving ribbon to numerical readings. 5 (a) Display pictures of different seasonal clothing on bulletin board. (b) Student selects one picture and tells why it was selected. (c) Make stuffed paper person. Dress appropriately for seasons. (papier mache too). (d) Draw weather pictures. Show people dressed appropriately for season. 6 (a) Have student perform science experiment. Using a pan of water and bottle, put bottle in water sideways so bubbles will come out of bottle to show that air is all around us. (b) Write "Experience Chart"- "What We Learned." 7 (a) Using a dittoed calendar and crayons, student will draw weather pictures to illustrate kind of weather - snowy, rainy, windy, sunny - for each day of the month.	1. Language Arts - 1 - Oral expression - telling why pictures were chosen. Art - 1 - Creating class mural depicting the four seasons. 2. Language Arts - 1 - Oral expression - telling how weather pictures make you feel. 3. Language Arts - 1 - Oral expression - telling how weather pictures make you feel. 2 - Telling where you would like to live and why. 4. Art - 1 - Construction of thermometer. Language Arts - 1 - Oral expression through discussion. 2 - Listening experience - following directions for construction of thermometer. 3 - Writing experience - labeling display. Math - 1 - Numerical readings on thermometer. 5. Language Arts - 1 - Oral expression - discussions. Art - 1 - Make a stuffed paper person. 2 - Illustrate weather pictures. 6. Language Arts - 1 - Listening to directions in performance of experiment. 2 - Following directions. 3 - Oral expression following observation. 4 - Experience Chart. 7. Art - 1 - Illustrating weather picture. Language Arts - 1 - Writing and spelling weather words. 8. Art - 1 - Construction of pinwheel and kite. Language Arts - 1 - Oral expression - discussion following observation. 2 - Experience chart. 9. Language Arts - 1 - Oral expression through discussion. Art - 1 - Art appreciation through pictures.	1. Display pictures of the four seasons. Students will choose the season they like best, and tell why. Students will illustrate the four seasons on a class mural. Because each student has "feelings," he will indicate by direct statement his "choice" and his "feelings about his choice" of season. The teacher should recognize this need in each student and give each student the opportunity to make "his choice." By giving the students four pictures to choose from, the student will become aware of "need for choice." Through open discussion, students will be given opportunity to identify alternates in planning a class mural illustrating the four seasons. Since not all students can choose same season, alternatives have to be identified by the students. Through open discussion the teacher will recognize the alternatives identified by the students. Students analyze the alternatives. If everyone chooses the same season, the work of the "mural of the four seasons" will not be accomplished. Students will realize the need to cooperate, share responsibility, volunteer, if group project is to be completed. Through open discussion, students tell what will happen if certain rules for group work on a project are not followed - cooperate share responsibility volunteer take turns This learning experience will allow students to choose freely among the alterna-	1. 1. Perception - Filmstrips and Record "The Seasons" (Educational Dimensions Corp.). 2. Weather pictures from magazines. 3. Filmstrips - SVE Family Filmstrips Season's Adventures "Winter Adventures" "Spring Adventures" "Summer Adventures" "Fall Adventures". 2. 1. Weather pictures cut out from newspapers and magazines. 3. 1. Weather pictures cut out from newspapers and magazines. 4. 1. Utica Educational Film Exchange. Film - "Thermometers and How They Work." 2. Various Thermometers - car, oven, hospital, home. 3. Teacher reference for science experiments. "Basic Science Handbook -K-3" Scott; Foresman Co. (Experiment - "Making a Thermometer". 4. Resource People. (a) Students from upper grades perform science experiments. (b) Science Teacher. Materials for Making a Thermometer. Cardboard, red and white ribbon, scissors, sewing material) 5. 1. Story Books. "The House of Four Seasons" - Roger Duvoisin "Spring Is Here" - Lois Lenski. "Spring Is A New Beginning" - Joan Walsh Anglund. 2. Pictures from magazines - about weather. 3. Filmstrips - SVE Family Filmstrips - Learning About The Seasons. "A Walk in the Rain" "Going on a Picnic" "When Autumn Comes" "Getting Ready for Winter" 6. 1. Teacher reference for science experiments. "Basic Science Handbook K-3" - Scott, Foresman Co. (Experiment - "Air Is All Around Us"). 2. Resource People. (a) Students from upper grades to perform experiments. (b) Science Teacher.	The following evaluation is carried out throughout the entire unit - continuous evaluation. I. Knowledge and Understanding. The question and answer method is used to determine the amount of growth and changed behavior in attaining the objectives. Example- (questions based on objectives) 1-Can you name the different kinds of weather? 2-Do you know what the word temperature means? II. Attitudes & Appreciations. This is best evaluated through observation and by keeping anecdotal records. Example - 1-All members of the class are important. 2-Reciprocal cheerful responsibility is important. 3-Attitudes of happiness, helpfulness, and understanding bring best results. 4-Sharing turns with others is important. 5-Cooperation with others in group work is necessary. 6-Creativeness in important. 7-Interest in hearing what others say is important. 8-Making contributions to class discussions and other group activities is important. (Example - Anecdotal Record 5/16/73) Mary did not cooperate with others in group activity - mural.) III. Skills & Abilities. Evaluated both by teacher and child by observation, by comparison with former work, by child's interest in it.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE **UNIT TOPIC** **WEATHER (WHAT IS WEATHER?)** **GRADE/AGE LEVEL** **AGE** 6 **GRADE LEVEL** 1 **LENGTH OF UNIT** **6 WEEKS** ***(CONTINUED)***	some of the water in it will become visible. 3. The amount of water in the air is important in weather changes. **COMMUNITY**: 1. Weather records help us show the different kinds of weather. **PHYSICAL ENVIRONMENT** 1. Spring, summer, fall, and winter are characterized by weather changes.	a windy day. (Cognitive). 11. Given a handkerchief, spool, string, each student will demonstrate knowledge that air is a real material by constructing a parachute and observing what happens as the parachute and spool fall. (Cognitive). 12. Given a sponge, water, chalkboard, each student will demonstrate knowledge that water evaporates when it goes into the air by wetting the chalkboard and observing the moisture going away. (Cognitive). 13. Given a weather vane, each student will demonstrate knowledge that the wind blows from different directions by holding the weather vane and observing the movement of the arrow on the weather vane. (outdoors), (Cognitive). 14. Given a toy anemometer, each student will demonstrate knowledge that the wind will blow with different amounts of force by holding anemometer in wind and observing movements of the ping-pong balls. (outdoors), (Cognitive). 15. Given an individual calendar, each student will demonstrate knowledge of weather changes by drawing weather pictures from day to day and then comparing observable changes in weather. (Cognitive). 16. Given a field trip around school building, each student will demonstrate knowledge of seasonal weather changes by observing plants, seeds, and telling about them. (Cognitive). 17 Given weather pictures from magazines, each student will demonstrate knowledge of different kinds of weather by describing different kinds of weather in the pictures. (Cognitive). 18. Given a real thermometer, each student will demonstrate knowledge of numerical readings on the thermometer by associating numerical readings with degrees of hot, cold on the thermometer. (Cognitive).	(b) Write weather words on pictures. 8. (a) Using a 4" or 5" paper square, scissors, ruler, pin, pencil with eraser, construct a pinwheel to observe wind velocity. Discussion. (b) Make kites to show wind velocity. Class discussion. (c) Make experience chart - "What We Learned." 9. (a) Display pictures showing sun, clouds, lightning, on the bulletin board. (b) Discuss weather clues. (c) Using weather clues, predict weather conditions in each picture. (d) Observe weather clues from classroom window. Make weather prediction. 10. (a) Using drawing paper, crayons, illustrate weather pictures - a rainy day, a sunny day, a windy day. (b) Write titles for weather pictures - "A Windy Day." 11. (a) Using a handkerchief, spool, string, construct a parachute to show that air is a real material. (b) Perform experiment to show that air is a real material. Drop parachute and observe what happens. (c) Write experience chart. "What We Learned." 12. (a) Students will take turns to wet blackboard with sponge and observe what happens to the moisture. (b) Perform experiment to show that water evaporates when it goes into the air. (c) Write experience chart - "What We Learned." 13. (a) Using a double-ended knitting needle, 6 inch length of glass tubing, closed at one end, heavy cardboard arrow, rubber band, hammer and nail, and a wooden block, construct a weather vane. (b) Write experience chart. "What We Learned." 14. (a) Using two soda straws straight pin, bottle and cork, two ping-pong balls cut in half, a bead and	10. ART 1 - Illustrating weather pictures. Language Arts - 1 - Writing titles for weather pictures. 11. Social Studies - 1 - Discussion of airplanes and parachutes. How did Astronauts use parachutes? Art - 1 - Construction of parachute. Language Arts - 1 - Listening and following directions for experiment. 2 - Experience Chart. 12. Language Arts - 1 - Listening and following directions for experiment. 2 - Experience Chart. 13. Art - 1 - Constructing a weather vane. Language Arts - 1 - Listening and following directions in performing the experiment. 2 - Summarizing for experience chart. 14. Art - 1 - Constructing a toy anemometer. Language Arts - 1 - Listening and following directions in performing the experiment. 2 - Summarizing for experience chart. 15. Art - 1 - Illustrating weather pictures for calendar. Language Arts - 1 - Listening to weather report on television. 2 - Reading weather report in newspaper. 3 - Planning trip to observe weather station. 16. Language Arts - 1 - Planning trip. 2 - Labeling display for science table. 3 - Experience chart. 17. Language Arts - 1 - Oral expression - discussion of different kinds of weather. 18. Langauge Arts - 1 - Listening and following directions in performing experiment. 2 - Recording "what happened" on a chart. 3 - Oral discussion. 4 - Experience Chart - "What We Learned."	tives because they will have become more open-minded through open discussion. They will realize the necessity for choosing alternatives in a group project. (social responsibilities) Through open discussion and obvious behavior, the teacher will know the rationale students used to select among the alternatives. Observation of students at work in the planning and carrying out of the class mural will also show the rationale students used. The student will be expected to develop values, attitudes, appreciation, from actual participation and demonstration in group work. He will internalize from this group activity that success in group work will come from sharing, cooperating, contributing, accepting responsibility, and respecting opinions of others. When the student realizes that success in group activity such as a class mural depends upon cooperation, sharing responsibility, contributing ideas, then he will be able to re-evaluate his choice and make a choice that would help the group activity. By observing student's changed behavior (a feeling of personal satisfaction and pride in the group activity), the teacher will realize that the learning experience was a "valuing experience."	7. 1. Story books. "Follow The Wind", Alvin Tresselt. "Gilberto & the Wind", Hall Ets. "Hide & Seek Fog", Alvin Tresselt. 2. Dittoed calender. 8. 1. Utica Educational Film Exchange. Films - "Blow Wind Blow!" "Wind". 2. Materials for pinwheel 4" or 5" paper square, scissors, ruler, pin, pencil with eraser. 9. 1. Utica Educational Film Exchange. Films - "One Rainy Day" "What Makes Rain?" "Rainshower." 2. Story books. "Three Little Clouds" Marion B. Scanlon "Go With The Sun" Miriam Schlein. 3. Weather pictures from magazines. 10. 1. -Story books. "Pete's Puddle" Joanna Foster. "The Good Rain" Alice E. Goudey. "The Cloud That Wouldn't Rain" Ruth W. Brace. 11. 1. Teacher reference for science experiments. Basic Science, Handbook K-3 - Scott, Foresman Co. (Experiment - "Air Is Real"). 2. Materials for parachute, handkerchief, spool, string. 12. 1. Teacher reference for science experiments. "Basic Science Handbook K-3" Scott, Foresman Co. (Experiment - Water evaporates). 2. Materials for experiment, sponge, water, blackboard. 13. 1, Teacher reference for science experiment. "Basic Science Handbook K-3" Scott, Foresman Co. (Experiment - "Wind Velocity"). 2. Resource people. (a) Students from upper grades to perform experiments. (b) Science Teacher.	Examples of skills and abilities to be evaluated - The child grows in his ability - 1-To think through and plan work. 2-To help develop experience charts, group stories, letters, etc. 3-To increase vocabulary. 4-To learn how to work in groups. (committees) 5-To count, measure, estimate. 6-To create. 7-To use oral language - discussion dramatization, stories, and relating experiences. 8-To carry out instructions. 9-To listen and follow directions. 10-To evaluate own work. (Chart is kept for each child as a check list of child's growth in skills and abilities). ***(CONTINUED)***

SUBJECT AREA

SCIENCE

UNIT TOPIC

WEATHER (WHAT IS WEATHER?)

GRADE/AGE LEVEL

AGE 6
GRADE LEVEL 1

LENGTH OF UNIT

8 WEEKS

(CONTINUED)

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

19. Given films to view, each student will demonstrate knowledge of different weather conditions, by associating different weather conditions with different seasons. (discussion)(Cognitive).

20. Given a list of weather words, each student will demonstrate knowledge of words by relating meaning and experience to weather words by illustrating each work. (Cognitive).

21. Given four weather pictures, each student will demonstrate knowledge of weather conditions in atmosphere by making judgements about weather, and by comparing and contrasting weather conditions in the pictures. (Cognitive).

22. Given weather pictures done by artist with color, each student will demonstrate knowledge of associating color with different kinds of weather by naming colors associated with a spring day, a summer day, a fall day, a winter day. (Cognitive).

23. Given a home-made movie with weather illustrations, each student will demonstrate knowledge of weather happenings by telling weather stories in sequence. (Cognitive).

24. Given three pictures of different readings on a thermometer (high, low, middle), each student will demonstrate knowledge of numerical readings on a thermometer by applying story situation to a reading on the thermometer. (Cognitive).

25. Given a weather poem or story, each student will demonstrate knowledge of weather situations by illustrating weather happening in poem or story. (Cog.)

26. Given a list of four weather words, each student will show knowledge by selecting and describing one word for each season. (Cognitive).

27. Given picture of earth revolving around sun, each student will demonstrate knowledge of how earth revolves around the sun by physically demonstrating how the earth revolves around the sun. (Cognitive)

28. Given snow (outdoors) each student will feel elements of weather by making a snow figure. (Sensory, psychomotor).

29. Given weather recordings to listen to, each student will hear elements of weather (rain). Each student will move arms to show rain falling. (Sensory, Psychomotor).

30. Given the weather pictures (dark sky, sunny sky, cloudy sky) each student will observe (see) weather clues. (Sensory, Psychomotor)

31. Given a record to listen to, each student will respond rhythmically to call attention to the various elements of weather, (Sensory, Psychomotor).

LEARNING EXPERIENCES

house-hold cement, construct a toy anemometer.
(b) Write experience chart - "What We Learned."

15. (a) Using a dittoed calendar, student will draw clouds, sun, rain, snow, wind, to show weather changes from day to day.
(b) Student will listen to television weather reports and report to class.
(c) Student will look in newspaper for daily weather report, and bring report to class.
(d) Plan trip to airport to observe weather station.
(e) Plan trip to television station to see how weather is reported on television.

16. (a) Take a field trip around school building to observe seasonal weather changes.
(b) Collect plants, leaves, seeds, for classroom science display.
(c) Follow up trip with experience chart and classroom discussion.

17. (a) Have students bring weather pictures from magazines at home. (rainy, snowy, sunshiny scenes, hot and cold scenes, windy and still scenes).
(b) Display weather pictures on bulletin board. Discuss kinds of weather.
(c) Students will describe different kinds of weather in pictures.

18. (a) Perform experiment. Put real thermometer in ice water. Observe what happens. Put thermometer in hot water. Observe what happens.
(b) Record "what happened" on a chart.
(c) Relate temperature to weather conditions - hot day, cold day.
(d) Discuss what happens on the thermometer.
(e) Write experience chart.

19. (a) View films about the seasons- "Spring on the Farm", "Summer on the Farm," "Fall on the Farm," "Winter on the Farm,"
(b) Follow up films with classroom discussion. Associate different weather conditions with different seasons.
(c) Illustrate "Seasons on the Farm."

20. (a) Make a list of weather words on a chart. Illustrate.
(b) Develop a picture dictionary of weather words with illustrations.
(c) Create designs with "weather words."

21. (a) Display weather pictures on bulletin board.
(b) Classroom discussion -
  1-compare pictures
  2-contrast weather conditions in pictures
  3-make judgments about weather.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

19. Social Studies -
1 - Observing seasonal changes on the farm.
Language Arts -
1 - Follow-up discussion of films.
Art -
1 - Illustrating "Season" on the farm.

20. Language Arts -
1 - Make a list of weather words (read, spell, write).
2 - Make a picture dictionary of weather words.
Art -
1 - Illustrating weather words.
2 - Create designs with weather words.

21. Language Arts -
1 - Oral expression and discussion - comparing, contrasting, making judgments (about weather).

22. Art -
1 - Discussion of colors associated with the seasons.
Language Arts -
1 - Oral expression.
2 - Answering questions about colors and seasons.

23. Art -
1 - Construction of home-made movie.
2 - Illustrating weather stories.
Language Arts -
1 - Telling weather story in sequence.

24. Mathematics -
1 - Numerical readings on a thermometer.
2 - Associating a weather story with a temperature reading on the thermometer.

25. Language Arts -
1 - Listening to a story or poem about a weather situation.
2 - Interpreting story or poem about weather.
Art -
1 - Creative illustration of story or poem.

26. Language Arts -
1 - Read weather words on chart.
2 - Choose weather word and describe it.
3 - Relate weather word to a particular season.

27. Physical Education -
1 - Physically demonstrating how the earth revolves around the sun.
Language Arts -
1 - Oral expression.

28. Language Arts
1 - Using descriptive words for elements of weather.
2 - Experience Chart.
Art -
1 - Making a snowman.

29. Music
1 - Listening to recording.
2 - Rhythmic expression.
Language Arts -
1 - Using descriptive words in telling what you hear.

30. Language Arts -
1 - Observation and oral expression.
Art -
1 - Art appreciation through pictures.

31. Music
1 - Listening to music and responding rhythmically.
Language Arts -
1 - Oral discussion of weather happenings.

RESOURCES & MATERIALS

3. Materials for weather vane - Knitting needle, glass tubing, nail, cardboard, rubber band, wooden block.

14. 1-Teacher reference for science experiment. "Basic Science Handbook K-3" Scott, Foresman Co. (Experiment- "Wind Velocity.").
2-Resource People -
(a) Students from upper grades to perform experiments.
(b) Science Teacher.
3-Materials for toy anemometer, soda straw, pin, bottle, cork, ping-pong balls, bead, household cement.

15. 1-Television - Listen to weather reports.
2-Newspaper - Look for daily weather report.
3-Oneida County Airport - Plan trip to observe weather station.
4-Television Station - Trip to television station to observe how weather reports come to station.

16. 1-Seasonal materials - plants, seeds, leaves collected outdoors for science display in classroom.

17. 1-Weather pictures - Cut out from newspapers and magazines.

18. 1-Teacher reference for science experiments - "Basic Science Handbook K-3" Scott, Foresman Co. (Experiment- "Temperature.").
2-Resource People -
(a) Students from upper grades to perform science experiments.
(b) Science Teacher.
3-Teacher Resource- Science - "Looking Into Science" American Book Co., (What is Temperature?).

19. 1-Utica Educational Film Exchange - Films:
"Spring on the Farm"
"Summer on the Farm"
"Fall on the Farm"
"Winter on the Farm"
"Spring is an Adventure"
"Summer is an Adventure"
"Spring Brings Changes"
"Fall Brings Changes"
"Seasons of the Year."

20. Find Weather Words in newspapers and magazines.

21. 1-Weather pictures cut from newspapers and magazines.

22. 1-Filmstrips - Society For Visual Education Inc.
"Autumn Is Here"
"Spring is Here"
"Winter is Here"
"Summer is Here".
2-Colored pictures of weather from magazines.
3-Collection of art prints obtained from Loblaw's Super Market.

23. 1-Materials for home-made movie - cardboard box, wooden dowels, roll of paper, drawing paper, crayons.
2-Films - Utica Educational Film Exchange. "One Rainy Day".

24. 1-Use individual drawings of thermometer readings to be displayed on bulletin board.
2-Use tape recorder to tape individual weather story situations.

25. 1-Poetry Resource - "Time For Poetry - Anthology" - May Hill Arbuthnot.
(Sections on "Wind and Weather," "Round the Calendar.").
2-Story books -
"I Like Winter" Lois Lenski.
"On A Summer Day," Lois Lenski.
"Umbrella" - Taro Yashima.

26. Find Weather Words in magazines and newspapers.

27. 1-Materials for role playing and dramatization - Use globe, flashlight, and rubber ball to demonstrate how earth revolves around the sun. Role playing and dramatization follows:

28. 1-Utica Educational Film Exchange - Films -
"The Snowy Day"
"Winter Comes To The Forest".
2-Story books -
"White Snow, Bright Snow" Alvin Tresselt
"The Snowy Day" Ezra Keats.

SUBJECT AREA	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES & MATERIALS
SCIENCE UNIT TOPIC WEATHER (WHAT IS WEATHER?) GRADE/AGE LEVEL AGE 6 GRADE LEVEL 1 LENGTH OF UNIT 8 WEEKS *(CONTINUED)*		22. (a) Display weather pictures on bulletin board. (b) Discuss what colors artist used for spring, summer, fall, winter. (c) Follow up with questions - 1 - What color do you associate with a hot summer day? 2 - What color tells you it is a clear winter day? 3 - What color tells you it is a rainy day, warm or cold day? 4 - What color tells you it is a spring storm? What colors precede a storm? 23. (a) Construct a home-made movie using a cardboard box, wooden dowels, and roll of paper. Illustrate weather pictures telling a weather story in sequence. Attach to roll of paper. (b) Students take turns telling weather story in sequence. 24. (a) Display three pictures of different readings on a thermometer. (high, low, middle.). (b) Play a story telling game with pictures. Each student describes a different weather situation involving the weather element of temperature. Other students point to the picture of the thermometer that shows how the thermometer would probably look in that situation. (c) Tape the story situations on the tape recorder. 25. (a) Student will listen to a story or poem about the weather. (b) Student will interpret story or poem about weather situations by creative illustration. 26. (a) List weather words on a chart. (b) Have each student choose a weather word and describe it. Choose one word for each season. 27. (a) Students will participate in role playing and dramatization - One student will pretend to be the sun. One student will pretend to be the earth. They will physically demonstrate how the earth revolves around the sun. 28. (a) Take a trip around school yard. Feel elements of weather - cold, icy, slippery, wet. (b) Make a class snowman. (c) Make an experience chart - "What We Can Feel." 29. (a) Listen to a weather recording. (rain). (b) Using descriptive words, tell what you hear. (c) Using arms, show what you hear - "rain falling down." 30. (a) Display three weather pictures on bulletin board. (b) Students will observe (see) weather clues - dark sky, sunny sky, cloudy sky, (c) Students will tell about observations.	31. (a) Listen to music recordings. (b) Have students discuss what weather happening comes to their minds while listening to the record. (c) Have children respond rhythmically to the music. ("falling rain," "falling snowflakes.").	29. 1 - Teacher Resource - Music "Making Music Your Own" Book 1 Silver Bardett Company (Record Album). "Rain" "It Rained A Mist". 30. 1 - Teacher Resource - Science. "Science for Work and Play" D.C. Health and Co. "Weather Concepts - Rainy Day, Sunny Day, Cloudy Day." 2 - Weather pictures from magazines. 31. 1 - Teacher Resource - Music. "Making Music Your Own" Book 1 Silver Burdett Co. (Record Album and Book). Songs - "Blow Wind, Blow" "It Rained a Mist" "Rain" "The Wind Blew East" "Winter" "The Moon's the North Wind" "My Shadow"

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC THE NEIGHBORHOOD GRADE/AGE LEVEL 1st Grade 6-8 Years LENGTH OF UNIT A SCHOOL YEAR Submitted by: Ernestine Boykin Donna Boyle Elaine Damaino Jane Kretchmann Margaret Mulloy Miller School	1. MAN IN HIS PHYSICAL ENVIRONMENT. Neighborhoods have distinctive geographical patterns. 2. MAN & HIS INTIMATES Peoples in neighborhoods are alike in some ways and they are different in some ways. (a) Different ethnic groups. (b) Different occupations and working hours. (c) Different religions. (d) Different life styles. Likenesses (a) Made by one Creator. (b) Work to earn money. (c) Belong to social groups. (d) Depend upon other people. 3. MAN & HIS SELF IMAGE Individuals can work to improve their neighborhoods. 4. MAN & HIS COMMUNITY The school is an important part of the neighborhood. People do many important things at school. 5. MAN & HIS ASPIRATIONS. There are leaders in the neighborhood who work for the betterment of the neighborhood.	1. Given a list of city places identify the one not in physical neighborhood with 100% accuracy. 2. Given pictures of neighborhood helpers and places, the child will match with 100% accuracy the person to the job. 3. Given a trip to the Cornhill Opportunity Center, the child will be able to tell three ways the center helps the neighborhood. 4. Shown a film, "The Toymaker", the children will discuss peoples likenesses and differences with 85% participation. 5. Given the question "What do people do at your school? the children will identify the different occupations of school personnel and student roles. 6. Given a walk through the neighborhood, the children will discuss ways to improve the neighborhood. AFFECTIVE: 1. Given an opportunity to discuss schools, the children will develop at least three ways that the school could be improved. 2. Given a situation wherein people in the neighborhoods do not get along because of jealousy, prejudices, etc., through role playing the class will examine how the characters in the situation react to the conflict. They will then discuss how they feel when they have similar conflicts. 3. Given a list of neighborhood helpers and places the class will categorize them and decide which are utilitarian, aesthetic or places that the children enjoy visiting. PSYCHOMOTOR: 1. Given a large box, scissors, a safety knife, a yardstick and pencil a group of the students will construct a puppet theater. 2. Given a needle, thread, scissors and strips of cloth, the students will sew hems and make curtains for the puppet theater. 3. The students will create puppets of neighborhood helpers given socks cloth, felt pieces, yarn, buttons and other craft materials.	1. Discussion of the walk through the neighborhood. 2. Compare pictures of other neighborhood with their own neighborhood. 3. Field trips to (a) Cornhill Opportunity Center (b) Neilson Street Fire Station. (c) Utica Public Library (d) Bookmobile (e) McDonald's (f) Munson Williams Proctor Institute. (g) Utica Zoo. (h) Oneida National Bank and The Savings Bank. (i) The Eagle Super Market (j) Chicago Market. (k) St. Paul's Parish House. 4. View and discuss the film "The Toymaker" 5. Interview neighborhood helpers (all the parents) and let them tell the class about their jobs. 6. Cut out pictures of neighborhood from magazine and make collages, label them. 7. View filmstrips on neighborhoods, cities and neighborhood helpers. 8. Read books about neighborhoods and helpers. 9. Discuss the services of each neighborhood place. 10. Write letters to all the neighborhood places visited by the class. 11. Write thank you notes to each person who talked to the class. 12. Make a mural of neighborhood people. 13. Make models of the neighborhood using milk cartons and small boxes. Reasoning Skills: Formulates rules. The class will formulate rules for classroom discussion. 14. Children will identify classroom leaders and determine skills needed for leadership. 15. Discuss recreational places in the neighborhood and how they are used. 16. Develop criteria for observing leadership. 17. Matching exercises. 18. Discuss what each child could do to improve his neighborhood. 19. Find Block Home and safety zones in the neighborhood. 20. Class list the most important questions to ask the neighborhood helpers and achool personnel about their jobs.	MATH: Keep a calendar of school events e.g. Brownies Bookmobile RIF Puppet shows LANGUAGE ARTS 1. Letter to Mayor 2. Letters to all people who we visited on our trip of the neighborhood. 3. Discuss rules for carrying on a class discussion. 4. Write experience charts on the sights and sounds of the neighborhood and about each place visited. SCIENCE 1. Discuss how the neighborhood changes with the seasons. 2. Plant seeds to be transplanted at home. MATH: Make a scale model of the neighborhood using milk cartons. Make a simple map of a city block. ART Paint mural Make puppets Put on original shows	Value Development I. Child recognizes the need for alternative. A. Given the problem of neighborhood changes and they change in either desirable or undesirable ways, the child must recognize that 1. Some changes can be altered by the people in the neighborhood. (a) Appearances of the place. (b) Types of activities carried on. (c) Who the leaders are. (d) Services coming into their community. 2. Some changes can not be altered by the people of the neighborhood. 3. How much service an institution can give to the community (e.g. the school) 4. Where people spend their free time. 5. The amount of direct cooperation from the neighborhood people. B. Child can select from alternatives 1. Child will pick one of the alternatives and describe how he would change the neighborhood. (a) Leave as it is (b) Make changes himself (c) Talk to parents to make changes (d) Go to neighborhood center and advocate the center sponsor a change the neighborhood month or season or whatever (e) Write a letter to the councilman and mayor for official community cooperation. (f) Write a letter to the newspaper to solicit community support for changing the neighborhood. (g) Invite United People of Cornhill to co sponsor the project. II. Select alternatives and act upon them. Discuss with teacher the choices and consequences he made. III. Evaluate his choices in light of the neighborhood. IV. Internalization. Could this process be used again? Did I get the desired results? If not, why not? V. Re evaluate. Get new information.	FILMS: "The Toymaker" - Duke Thomas, Mailman, Churchill Films. (From Utica Public Schools) UT 53 Big People, Little People UT 59 At Your Fingertips Boxes. UT 218 Duke Thomas Mailman. UT 56 Friends & Neighbors UT 217 On Hebert Street. UT 176 Safety On The St. UT Why You're You. UT 160 Bus Driver. UT 18 Helpful Little Fireman. UT 139 Skipper Learns A Lesson. BOOKS Tommy Goes Shopping, Edward F. Stone, N.Y. Amer. Book Co., 1963 I Read Signs, Tom Funk, Holiday House, 1972. The Neighbors, Narcia Brown, Scribner, 1967 The New Neighbor, Heide Florence Parry, Follett (c) 1970. The Hill That Grew, Meeks Esther K. Follett, 1958 Come To The City, Tensen Ruth Linda' Airmail Letter, Villemain, Patricia Follett, 1964 What Are You Going To Do Michael? Kramer, Dick Watts, 1973. How Many Blocks is The World? James, Harold Watts, 1970. Big New School, Jackson Polly, Follett, 1959 Pearl Goes to School Follett. Gas Station Gus, Kunhardt Dorothy, Harper & Bros 1962. Jerry The Newsboy, Leonard Wm, Marrow Co. '70 Come To The Zoo, Tensen Ruth, Reilly & Lee '48 A Day With Debbie, Follett 1965 City Workers, Rowney, Jeanne, Watts, 1969 The Fire Cat, Averill Esther, Harper, 1960 Eddie & The Fire Engine Haywood, Carolyn, Morrow, 1949.	1. Through discussions of neighborhood, the teacher will evaluate student knowledge of neighborhood by reciting: (a) At least four protective services in the neighborhood. 1. Block homes 2. Fire Station 3. Police Station 4. Crossing guards (b) At least four recreational facilities. 1. Roscoe Conkling Park. 2. Johnson Park. 3. Miller Park. 4. Cornhill Opportunity Center. 5. YWCA 6. YMCA. 7. Munson-Williams Inst. 8. Utica Zoo. (c) Cultural Places. 1. Munson-Williams Inst. 2. Utica Public Library 3. Junior Museum. 4. Miller School UFA (d) Commercial establishments needed by the neighborhood. 1. Bank 2. Stores. 2. Match jobs and neighborhood helpers on ditto bulletin board and flannel boards. 3. Teacher will observe amount of participation by each student. 4. Oral reports on parents jobs. 5. Puppet shows about neighborhood helpers. Cognitive Functioning 6. Teacher observation of who follows the rules formulated by the group. 7. Craft project showing how to use the puppets. 8. Teacher will keep a written record or a tape recorded report of the types and quality of the questions asked by the students. 9. Children will select leaders for the different activities throughout the year and the teacher will evaluate their choices with the children using criteria established by the students. 10. Throughout the school year the child will note any changes in the neighborhood.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** CITY LIFE **GRADE/AGE LEVEL** 1st Grade Primary **LENGTH OF UNIT** 4-6 Weeks Submitted by. Rosemary Harp. Elizabeth Benny Cheryl Case. Kernan School & Blanche Bell, Antionette Means, Elizabeth Ryan, Potter School	MAN IN HIS PHYSICAL ENVIRONMENT AND MAN & HIS COMMUNITY 1. The city is composed of many different bldgs., churches, schools, businesses homes hospitals and parks closely grouped. MAN & HIS INTIMATES 2. Many different people live in a city. MAN AT WORK 3. Many different jobs are needed to maintain the city. MAN & HIS COMMUNITY 4. Your neighborhood is only part of the city. MAN AS CREATOR AND EXPLORER 5. Many modes of transportation are varied and numerous. MAN AT PLAY 6. Many means of entertainment are provided in the city	1. After the bus tour of the city, the child will (a) Make a city booklet (Cognitive) (b) Make a bulletin board of your city in photographs (Affective, psychomotor). 1. After viewing slides or an actual movie of the city tour the student will correctly identify each scene (Cognitive) 2. Given magazines or newspapers the students will be able to choose and cut out pictures of people in the city. (Psychomotor, cognitive). 3. Using puppets, student will role play the characters of city helpers. Student will match the city helper with the tools of his trade. (Affective, psychomotor). 4. After taking a walk in their neighborhood, the student will (a) On an experience chart, list the things they observed. (b) Draw pictures of things observed. (c) Create a flannel board story. (d) Create a mural of a neighborhood. (e) Using a basic map of the neighborhood, the child will recreate his neighborhood by pasteing and drawing in representative shapes of important buildings and his home. (Cognitive, affective, psychomotor). 5. A student will list modes of transportation. (Cognitive) (b) Construct a "safety" village out of appliance cardboard boxes, the student will demonstrate vehicle and pedestrian safety rules while role playing bus, taxi, car, drivers. (Psychomotor, cognitive). 6. Having constructed a graph consisting of a list of recreational activities available in our city and a class list, the student will check off daily activity that he has participated in for three months period of time	Reasoning * Child will match city workers with a tool representing a worker. 1 'Actual field trip experiences or actual invitation to the community workers to visit classrooms. 2. Bulletin Board. Children may draw or cut out pictures from magazines to match city workers with tools of their trade. 3. Children can role play the jobs of these community helpers 4. Construction of a miniature city out of clay or blocks or cartons.	SCIENCE Simple machines unit in relation to the tools or machines that city workers use LANGUAGE ARTS & ART Cutting and pasteing magazine pictures and labeling them or writing creative stories For primary groups, they may relate their stories via means of tape recorder DEVELOPMENT OF AUDITORY SKILLS Use records of city sounds and use 16mm film entitled "Sounds" by ACI. MUSIC - Rhythms in the city. Sounds of the city. Using recycable materials to make rhythm instruments	Value Clarification 1. Recognizes need for Choice After role playing the student can make a choice as to which community helper he would like to be. 2. Identifies alternatives: Knows job descriptions of the community helpers. 3. Analyzes alternatives in the light of consequences After learning more about each job (thru books, field trips, movies, guest speakers etc.), the student will analyze and re evaluate his career choice 4. Freely chooses among alternatives: The student will be able to select the one job of his liking. 5. Internalization of choice: Upon role playing, the student will choose the same job (also chooses, books, records, movie, TV programs, drawings, etc.). 6. Re-evaluates consequences in the light of new experiences: After simulated experiences and knowledge insight into the requirements and conditions of the career, the student's choice remains the same.	BOOKS Our Growing City Buckley & Jones Holt, Rinehart & Winston Inc., New York 1968 What Will I Be From A to Z D L. Gelb National Dairy Council, Chicago, 1971. Utica Educational Film Exchange 16 mm. 664 Geography of Community 606 The Am. Cop. 133 City Fire Fighter. 1001 Everyone Helps in Our Community. 257 The Fireman. 551 The Policeman. 253 Tommy's Healthy Teeth. MUSIC New Approaches to Music in the Elementary School. 1969 by Raebeck & Wheeler Sesame Street Songbook.	1. Given a series of pictures dealing with city life each child will choose one of his liking and discuss this in front of class. 2. The children will be given worksheets of community helpers and their tools of trade and will match them accordingly. 3. Listening to the tape containing city sounds, the child will identify each sound. 4. The children will create a mural depicting typical buildings of a city with the corresponding workers of that building in relationship to their own neighborhood. 5. Children will present "playlets" or short skits depicting workers at their jobs. 6. Graph recreational activities available in our city - each student will check off daily each activity that he has participated in for three months.

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

COMMUNICATION

GRADE/AGE LEVEL

1st Grade

5-7 Years

LENGTH OF UNIT

8 Weeks

Submitted by

Irene Wilsig

Seymour School

CONCEPTS & GENERALIZATIONS

MAN AND HIS INTIMATES

The communication process consists of a sender, receiver, and a message.

We find media and communication ever present in our environment.

We communicate with one another wherever we are.

MAN AND HIS INTIMATES

1. The communication process consists of a sender, receiver and message.
 We find media and communication ever present in our environment.
 We communicate with one another wherever we are.

2. MAN AND HIS ASPIRATIONS AND FEARS
 Communications is a process of exchanging ideas and feelings.
 Each one of us constantly (consciously and subconsciously) sending and receiving messages.
 Our ability to communicate favorably with others can be of great benefit to us.

3. MAN IN HIS PHYSICAL ENVIRONMENT
 Language is a verbal symbolic form of communication.
 Communication should be a two way experience in order to be most effective.
 Our environment determines to a great extent our communications.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1. (a) Given mounted pictures, each child will choose a picture and identify the sender, the receiver and the message. (Cognitive).
1. (b) Given a visual representation of a situation involving communication, observe and infer to identify the sender, the receiver, and the message. (Cognitive).
1. (c) Given charts depicting telephone, television and a letter, each child will identify the senses used to communicate and describe one experience he has had with at least two of these. Categorize these messages as to positive, neutral and negative. (Cognitive).
1. (d) Given writing paper and pencil, as a group, compose and write a letter to someone and mail it. Each child will identify the sender, the receiver and the message. (Cognitive).
1. (e) Given safety signs and pictures of policemen and assorted safety posters, each child will orally describe his knowledge about one and an experience he has had with one and relate how he received the communication. (Cognitive).
1. (f) Given: Read the book Hailstones and Hailbut Bones, Mary Oneill to the class. Then each child will tell orally three ways we can use color to communicate how we feel or describe a situation by using color words. (Cognitive).

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

2. (a) Given three expressions, the child will categorize them as being conveyors of either positive, negative or neutral feelings. (Affective).
2. (b) Given mounted pictures, each child will categorize them by affect scope. Positive, negative or neutral. Then after choosing one picture dictate, write, or tell about the picture for affect depth. (Affective).
2. (c) Given a discussion and after viewing a filmstrip, People Signs and People Signals, enumerate the ways to communicate a feeling. Each child will choose one emotion (ex. anger, fear, joy, surprise, dejection and portray it on his face. (Affective).
2. (d) Given magazines, each child will find and cut out pictures to make a large group collage of an emotion he has identified (label the pictures positive, negative and neutral. (Affective).
2. (e) Given newsprint, each child will title the page "Once I Was Angry Because" and draw a picture of how he communicated in a Big Book of Negative Feelings. (Affective).
2. (f) Given records and pictures, Sounds I Can Hear, (House, Neighborhood, Farm, School) each child will identify correctly at least half of them and tell what the sounds communicate. They will classify the sounds they choose as positive, negative or neutral. (Affective).
2. (g) Given a story depicting the actions and feelings of a child who has experienced the loss of a prized possession. Each child will recall some similar experience and demonstrate by dramatization how he felt at the time of his experience. (Affective).

3. (a) Given a list of messages which can be communicated non verbally, each child will demonstrate three ways the body can send a message. (Sensory psychomotor).
3. (b) Given a record of a song demonstration how children say hello in foreign lands, each child will be able to sing the song and give at least three other ways of saying hello. (Sensory psychomotor).
3. (c) Given drawing paper and crayons, each child will draw a large face with word bubbles they will copy from a list, that say hello in at least three different languages. (Sensory psychomotor).
3. (d) Given a running record for a day of all the instances that involve numbers that tell us something, each child will make a list of how many ways we can communicate numbers. (The numeral, the word, the number of objects and the feelings numbers communicate. Finally he will choose one from his list to dramatize for the class.

LEARNING EXPERIENCES

1. (a) The unit is introduced by examining laminated pictures on communication. The children will identify the message, the sender, the receiver. If one of these is not present or not represented infer from the picture by deductive reasoning.
 (b) Categorize by mode of communication.
1. (b) Charts depicting various modes of communication will be viewed by the children. They will observe and infer to identify the sender, the receiver, and the message in each. The letters S, M, R, will be used to label them.
1. (c) After viewing charts depicting telephone, television, and letter, each child will identify the senses we use to communicate and describe one experience he has had with at least two of these. Categorize and count the messages as to positive, negative, neutral.
1. (c) Children use play telephones to demonstrate sending messages. Classify the messages as positive, negative or neutral. Identify the message, the sender, the receiver. Read and write telephone numbers. Associate numbers with words.

1. (c) For a classroom bulletin board, the children will provide pictures, stories, and drawings of examples of messages, communicated through our senses. Classify these.
1. (d) Decide on someone to write a letter with the objective of receiving an answer. After composing and writing the letter the children will identify themselves as senders, the letters identified as message, the person receiving the letter will be the receiver. Upon receiving an answer the two way communication will have more meaning.
1. (e) After viewing an assortment of safety signs, police pictures, and safety posters the children will each pick one and explain the meaning and relate an experience he has had with one. The communication process will be defined as sender, receiver, and message.
1. (f) After listening to the story, Hailstones and Halibut Bones, and having a discussion about what colors communicate (a) each child will draw six circles on news print and color each circle starting with the color he likes most to least. (b) He will label these circles showing preference first, second, third, fourth, fifth, sixth. (c) He will share his work with his classmates.
1. (g) Each child will be given a very large sheet of manila paper folded as a booklet. From a writing lesson he will have printed the following labels.

This is How I Look in my Clothes.
I Like Them
I Wish My Clothes Looked Like This.

All will paste the first label at the top of the left side of Booklet. Each child will use tempera paints to illustrate this. One of the two remaining labels will be used for the right side.

If (I Like Them) is used, paint a smiling face beneath it. If the child chooses (I Wish They Looked Like This), he will so illustrate it.

Next he will show his completed work to

LEARNING EXPERIENCES

the class and explain what the colors he likes communicate, or why he doesn't like what some colors express. At the close of this session all the children will be given a chance to say if they have changed their views since making their choices or if they still feel the same.

2. (a) Find expressions from familiar reading stories to augment the three messages given to be classified as to positive, negative or neutral scope. The children can find additional expressions from supplementary books and from the large list reclassify these into proper categories. Put these lists on chart paper to refer to as needed. Use letters A.M., P.M., Dr., Mrs. etc. to communicate.
2. (b) From as assorted group of mounted pictures, each child will choose one. After classifying it as positive, negative or neutral, the children will write stories independently, or dictate a story, or orally tell about the feelings communicated by the picture they chose.
2. (c) Have a discussion on how people communicate their feelings. View the film strip, People Signs and People Signals. By using facial expressions, the children communicate anger, fear, joy, surprise, impatience or dejection. The children classify these as to positive, negative or neutral expressions.

2. (c) Using paper sacks and tempera paints, the children will make stuffed paper sack puppets and paint faces portraying the emotion they wish to demonstrate. Positive, negative or neutral.
2. (d) The children will find and cut out pictures from magazines to make a large group collage on oak tag. These pictures will be classified as positive, negative or neutral, and classified and put in correct category. Lists of words describing these categories can be listed to accompany the pictures.

2. (d) 2. Put a statement on chart paper, I Feel Happy When, and list under it examples the children provide. Write an I Feel Sad When' statement on another chart and list examples provided by the children. These experiences can be compared and reread and referred to.
2. (d) 3. Each child can find a favorite story to read to the class depicting an emotion he chooses to identify in a story we have previously read this year. The emotion might be positive, negative or neutral.

3. (a) 1. The class will compile a list of non verbal communications we have observed. Each child can demonstrate for the class the ones he is acquainted with.

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

COMMUNICATION

GRADE/AGE LEVEL

1st Grade

5 7 Years

LENGTH OF UNIT

8 Weeks

Submitted by

Irene Wilsig,

Seymour School

LEARNING EXPERIENCES

3. (a) 2 The class will go for a walk through the school building to observe all the nonverbal communications that are about. Upon returning and having a discussion, these will be listed on chart paper.

3. (b) 1. The class will listen to the records "How Would You Say Hello" and "In Cadiz". The verses will be read from charts Then the songs will be learned for music.

3. (b) 2 Discuss the children's various ethnic backgrounds. The children will ask at home if their parents or neighbors know of other ways to say hello. Lists of these greetings will be kept in a large book of hellos.

3. (b) 3. The class can make a Bulletin Board display labeled Greetings In Other Lands" and surround a large face with word bubbles saying hello in many languages.

3 (c) Each child will make individual pictures of themselves with word bubbles of hello in the languages they wish to express in this greeting. These pictures may be put together in a large book.

3 (d) A record of all the days' events such as number in reading groups number staying for lunch, number going home at noon the time school starts and all through the day such a detailed record to show differences and feeling numbers communicate. The numerals and number words will be associated with the numbers.

The feelings numbers communicate lonely, secure, etc will be categorized as to positive, negative or neutral scope.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

I LANGUAGE ARTS

(a) Correlate the unit with the Reading Curriculum through the use of Basic Readers, Experience Charts, associated pictures, and children's original stories and pictures combined into big books

(b) Use film strips and tape recorder to develop oral discussions and presentations

(c) Literature appreciation develops through assorted library books about communication through color as well as other areas

II SCIENCE

(a) Relate the study of communication to our senses.

(b) Communication with machines.

III SAFETY

Relate the meaning of safety to good communication

IV MUSIC

Learn two songs about communicating in other languages

"How Would You Say Hello"

"In Cadiz"

V ART

Communicate through the use of tempera paints, water colors, crayons, and puppets

VI MATHEMATICS

Keep a record of a day's events communicated by number.

VII SOCIAL STUDIES

Combine the study of communications at home, in school and in our neighborhood

VALUING EXPERIENCES

Experience

I. Need for a choice.

After hearing the book read, Hailstones and Halibut Bones," and becoming more aware of what colors say, would you like to wear different colored clothing, if you had a choice? Or would you like to continue wearing the same clothes you now wear?

II. Identify Alternatives

(a) Consider the clothes that are already in your wardrobe

(b) Think of the colors that make you feel "special"

(c) Consider the past experiences you've had wearing certain colors

(d) Your parents will now be aware of the fact that you are interested in choosing different colored clothing.

(e) Better communication with your parents

III. Criteria Analyzes in terms of consequences

The student considering the consequences of the various alternatives and considering such criteria as the following will determine whether he would like to wear different colored clothing or continue wearing the clothes he now wears.

Choice based on criteria

(a) Long term security

(b) Personal pleasure

(c) Chance of success

(d) Effect on parents

(e) Immediate awards.

Analyses in terms of consequences

"a" Consider the clothes that are already in your wardrobe

(a) His clothes are mostly one color

(b) He'd like to try different colors but the budget doesn't allow it

(c) His parents must explain that he cannot have new clothes at this time

(d) The clothes he has are in good condition and he'll have to continue wearing them

"b" Think of the colors that make you feel "special"

(a) The colors might not be acceptable and clash with the rest of your wardrobe

(b) The colors might soil too easily for regular wear

(c) Unusual colored clothing is more difficult to launder

"c" Consider the past experiences you've had wearing certain colors

(a) You have to be more careful when wearing some colors.

(b) Some colors you've worn have not pleased your friends

(c) Some colors are tired of more rapidly

(d) Some colors look well on others but not on us

"d" Your parents will now be aware of the fact that you are interested in choosing different colored clothing

(a) It will be more expensive for your parents

(b) It will lead to shopping trips with your parents

(c) You will take better care of your clothing

"e" Better communication with your parents

(a) You will have a common interest with your parents in choosing your clothes

(b) You will understand that there is a family budget

(c) Shopping with your parents will have a purpose.

IV Freely chooses Among Alternatives The teacher will guide the student in his decision as to whether he is satisfied with his present clothing or would like to wear different colored clothing The teacher will help him make his choice independently based on the alternatives and criteria

V Internalizes · This step was demonstrated by the students using tempera paints and very large manila paper The paper was folded like a booklet On the left side the children printed the label My Clothes Look Like This, and paints a picture of himself beneath it On the right side one of the labels I Like Them with a painted smiling face

VI Re evaluation By showing their pictures to the class and explaining their reasoning the children are given the opportunity to change or adhere to their previous decision before making it final They will be given new information to base their final conclusion upon.

RESOURCES & MATERIALS

Not Listed In Order of Activities

BOOKS

1 Look & Learn Childcraft, vol. 12.
2 Let's Find Out What the Signs Say, Martha & Charles Shapp
3 The Telephone, John Day.
4 Telephone Systems, Herbert Zim, James R. Skelly.
5 Signs & Symbols Around the World, Elizabeth S Helfman.
6 Orange Is a Color, Sharon Lerner.
7 Policeman Small, Lois Lenski
8 Where the Wild Things Are, Maurice Sendak.
9 Tommy On Time, Virginia Novinger.
10 Hailstones & Halibut Bones Mary O'neill

RECORDS Scott Foresman

1 Sounds I Can Hear (House).
2 Sounds I Can Hear (Farm in Zoo).
3 Sounds I Can Hear (Neighborhood).
4 Sounds I Can Hear (School).

First Grade Book Album (Songs).

1 Traffic Lights
2 What the Clock Says
3 Hickory Dickory Dock

Magic of Music Ginn

1 How Would You Say Hello?(Song)

Making Music Your Own Album

1 In Cadiz (Song)

FILM STRIPS (Eyegate)

1 Signs That Tell You What You Need to Know
2 People Signs and People Signals
3 What Does a Sign Mean?
4 Talking and learning with Signs and Signals
5 Signs That Warn
6 What Does a Signal Mean?

FILMS (Utica Educational Film Exchange)

1 Safety To and From School
2 Letter to Grandmother
3 Policeman The
4 Courtesy for Beginners
5 Communication for Beginners

Assorted laminated pictures

EVALUATION

1 (a) To evaluate this objective, the teacher will observe how well each child can identify orally, the sender, the message and the receiver

1 (b) This objective will be evaluated by the teacher using the ditto, I Am in which the children will label the pictures R S M correctly after going over the charts identifying the message If any of these are not clear, the children will infer the proper identity

1. (c) To evaluate this objective the teacher will observe how well each child can tell orally which senses he uses when on the telephone, watching television or reading a letter

1. (d) To evaluate this objective, the teacher will observe the child's reaction to the letter writing experience and how well each can orally demonstrate the understanding of message sender, receiver.

1 (e) The teacher's evaluation will be based on an observation whereby each child will orally describe his knowledge of an experience involving a safety communication.

1 (f) To evaluate this objective the teacher will use a ditto, Color These Words, (each word one color) Then tell orally why you chose the colors The ditto will demonstrate how well each child understands the use of color to communicate

2 (a) In evaluating this objective, the teacher will use a ditto, Letters Say A Lot! This will be used as an oral test for each child Following the form of six abbreviations, she will write down the child's answers Different answers will be acceptable

2 (b) To evaluate this objective each child will write, dictate or tell about the picture he has chosen and what it communicates to him The teacher will be looking for the knowledge he has here in categorizing the picture correctly

2 (c) To evaluate this objective the primary evaluation will be the teacher observation of how well the children portray one emotion he chooses to demonstrate

2 (d) In this evaluation the teacher will observe how accurately each child identifies the pictures he has cut from the magazines for the collage as to positive negative or neutral.

2 (e) To evaluate this objective the teacher will observe each child's ability to draw a picture to communicate his feelings

2 (f) To evaluate this objective the teacher will observe how accurately the child can recall and identify the sounds and communications from the records he heard and then classify them as positive negative or neutral

2 (g) In this evaluation through leading questions the teacher can encourage the child to recall an experience in which he has lost a prized possession then observe how he expresses this experience verbally and dramatically Also use ditto as another evaluation My Body Tells a Lot' The student will identify the feelings communicated in each picture and pick the one that demonstrated how a loss is expressed

3 (a) To evaluate this objective each child will be asked to demonstrate how he communicates non verbally three communications Follow up use the ditto My Face Tells a Lot' Fill in the blank faces with appropriate expressions as an evaluation

3 (b) To evaluate this objective the teacher can observe how well the children sing the song, then orally demonstate saying "hello" in three different labguages

3 (c) To evaluate this obhective the teacher will observe each child's ability to carry out the assignment to draw the picture and copy correctly from a list three hellos in different languages

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC MAPS GRADE/AGE LEVEL EARLY PRIMARY LENGTH OF UNIT Four Weeks Submitted by Lucille Morasco Mary Balutes Dorothy Swan Mary Lockwood	I. MAN & HIS SELF IMAGE People know who we are and where we live II .MAN & HIS COMMUNITY Maps help familiarize us with our community III MAN & HIS PHYSICAL ENVIRONMENT Signs and verbal directions aid us in travelling through our community IV MAN AT WORK Maps are useful for everyday life V. MAN AT PLAY Maps help us travel to vacation places VI MAN AS EXPLORER Maps help us discover the unknown. VII MAN IN CONFLICT There are many different ways to get to specific locations	I Affective 1 Given the experience of walking through the neighborhood, each child will present a self portrait expressing his feelings during the walk through the neighborhood 2 Given a role playing situation a child will demonstrate his reaction to a specific conflict in which a knowledge of directionality is needed 3 Given a field trip experience, each will express his feelings about the trip II Cognitive 1 Given a paper house each child will be able to state orally his address 2 Given a simple map of the school neighborhood each child will be able to locate his house on the map 3 Given a problem situation each child could name an alternate route to his home and/or school 4 Given a map of the school neighborhood, each child will trace the route to a specific location. 5 Given eight road signs each child will be able to identify five out of the eight signs 6 Given a map of the school neighborhood each child will be able to locate two of his friends houses III Psychomotor 1 Given previous experiences, the class will walk through the neighborhood and each child will be able to point out his house 2 Given the art materials each child will construct his house and place it on the map of the neighborhood 3 Given oral directions by the teacher each student will be able to draw his house and relate it correctly to its surroundings (e g . left right, behind in front of etc) 4 Given art materials, each child will construct a road sign. 5 Given a simple pictorial map each child will locate a hidden object. 6 Given a map of the school, each child will be able to deliver a message to a specific location.	I MAN & HIS SELF IMAGE 1 Cut out a paper house and label their own addresses 2 Walk through the neighborhood 3 Draw a self portrait 4. Construct a neighborhood map and individual houses II MAN & HIS COMMUNITY 1 Go on a field trip to the park 2 Discuss the field trip III MAN & HIS PHYSICAL ENVIRONMENT 1 Display road signs in the class room 2 Construct road signs IV MAN IN CONFLICT 1 Present problem solving activities to be solved by using toys and the constructed 3 dimensional map e g , "Show how the red car would get to a specific location " 2 Role play specific conflict situations using directionality Reasoning Skill Recognizing rules. Activity Construct road signs and be able to recognize and identify them	1 Creative Dramatics (a) Role Playing 2 Art (a) Self portrait (b) Construction of 3 D map and neighborhood map (c) Painting road signs 3 Language Art (a) Oral discussion of field trip to park 4 Science (a) Field trip 5 Language Development (a) Activities for directionality (b) Visual discrimination of signs and shapes in relation to neighborhood maps. (c) Visual memory , locating friends house and delivering a message within the school 6 Reading Readiness A Scavenger Hunt	Alternatives Student will be provided with a map depicting alternate routes to the park. Alternatives will be generated by discussing the selections students made each selection may be considered an alternative and an appreciation of the environment Discuss reasons for their choice Then provide them with an opportunity to make a new choice This will allow for value clarification Recognizes the need for choices and alternatives The child has to choose one route to the park He can go by the candy store, he can go by the ice cream store or he could go through the ball field. Free choice of alternatives to be presented orally e g (a) I want to take the route that goes by the candy store so that I can buy a candy bar (b) If I go to the candy store I won t have any money for the ice cream store So I won t go that way (c) But I might be late so maybe I d better take the route through the ball field Consequences (a) If I go to the candy store or the ice cream store I ll be late (b) If I go to the candy store I won t have enough money for ice cream and if I go to the ice cream store I won t have enough money for candy (c) If I go to the ball field I'll get there on time unless I see some of my friends Choice and Internalizations "I m going to go through the ball field because I don t want any candy or ice cream I d rather see my friends " The children should be able to see that there are a number of things to be considered when making any kind of choice and therefore must look ahead. Re evaluation By adding a new piece of evidence each child has the chance to change or adhere to his previous decision before making it final.	FILMS UT 216 Lost Puppy Churchill 1972 (valuing) UT 210 Lonnie s Day (Home School, in the Streets) UT 139 Skipper Learns A Lesson Encyclopedia Britannica Film 1951 UT 73 In, Out, Up, Down Under, Over, Upside Down ACI 1972 UT 316 Maps are Fun UT 341 Safety to and From School UT 566 What Is A Map? UT 1122 What Is A Neighborhood? Encyclopedia Britannica Films. FILMSTRIPS (Society for Vision) A 37 Safe & Sound Along the Way. A 45 New Neighbors & A New Town. G 25 Respect for Property Eyegate House Inc Jamaica N.Y. 1958 P 43 What A Map Is P 44 Using Common Maps P 45 Using The Globe. P 47 Elements of a Map Q 2 Maps For Special Purposes RECORDS (Available at Columbus) Respect For Property. How People Travel In The City CASSETTES (Available at Columbus) What A Map Is 271 Using Common Maps 272 Maps for Special Purposes 273 (Universal Ed & Visual Aids, Hollywood, Calif) BOOKS (Available at Columbus School) A Map Is A Picture Barbara Rinkoff Freeman Mae Finding Out About Shapes McGraw Hill N Y 1969 Garber, Elizabeth, Pat The Playground Leader, Whitman N Y. 1961 Hastings, Mary Pearl Goes To School, Random House N Y. 1968 Hastings Mary, Big New School Random House N Y. 1968 Jardin s Maggies, Up & Down Grosset & Dunlap N Y. 1965 Lexaw Joan Benji On His Own Dial N Y 1970 Rinkoff Barbara A Map As A Picture Crowell N Y. 1965. Wisemar B. Morris Goes To School Harper & Row N Y 1970 Words Lucille, Springtime Walk, Bowmar, Calif 1972.	Attitudes and appreciation This is best evaluated through observation and anecdotal records The teacher will evaluate each child s understanding of the cognitive objectives by the question and answer method e g Where do you live? Tell me what five of these signs say? Show me John and Jimmy s house Show me where you live and how you get home Show me another way to your house. (Teacher will keep a checklist of each student s progress) The teacher will provide each child with the experiences designated in the psychomotor objectives and teacher will observe and record Evaluation of Valuing Experience The evaluation can be made by teacher observation of student s discussion which will be recorded either by tape or written

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

SELF AWARENESS

GRADE/AGE LEVEL

1st - 2nd Grade

LENGTH OF UNIT

4 6 Weeks

Submitted by:

Rosemary Palmisano,
Elaine Potito
Columbus School

&

Marian Brunet
Donna Boronowski
Roosevelt School

CONCEPTS & GENERALIZATIONS

MAN & HIS INTIMATES

1 People are different in some ways
2 People are the same in some ways.

MAN & HIS SELF IMAGE

3 At various times you act in different ways
4 Sometimes you are satisfied being yourself
5 Sometimes you are not satisfied being yourself
6 Sometimes when you are not satisfied with the way you are you try to change
7 Some changes are good and you are satisfied
8 Some changes are not good, and you are not satisfied
9 Sometimes there are more than one way you can choose to change
10. It is important to believe in yourself
11 The things that others believe about you or sometimes what you think about yourself are not necessarily true
12 You may not be good at something the first time you try it Some things you may never be good at
13 You don't really know what you can do until you try.
14 People are bothered by different things
15 Some things that bother you can be changed, some you must wait to change and some you can never change

MAN IN CONFLICT

16 If you can't change some thing or must wait to change it, sometimes it helps to try and find something good about the present

MAN & HIS SELF IMAGE

17 All parts of you put together make you
18 You are all the things you feel and do
19 There are some ways that you are special and different from others.
20 There is nobody exactly like you.

OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)

AFFECTIVE

1. Given discussions role playing and observations of individual differences and values each student will share with the class things that they like, dislike can do well, etc in each of two situations (at home in school at play etc)

2 Given a disruptive class or playground situation, each student will judge and assume responsibility for actions in a discussion with the student or students involved and the teacher

COGNITIVE

1 Given the words, joy bashful shy worry, sorrow happy excited, problem, each student will define by example or describing five out of eight of these words

PSYCHOMOTOR

1 Given a particular defined situation (behavior in an argument in school at home visiting playing with friends etc.), each student will act out appropriate and negative behavior in one out of two situations.

2 Given a series of pictures each student will arrange the pictures to show a cause and effect relationship in behavior in two out of three tries of various sets of pictures

LEARNING EXPERIENCE

LESSON 1 (Concepts 1 & 2)

A Preparation Write the title of the film "The Joy Of Being You" on the board and read it over with the class
  1 Discuss the meaning of the word, "joy"
  2 Ask If they are talking about you what do you think they might show or tell us?

B Show the film

C. Discussion Areas
  1 What did you see that was about you and why?
  2 There were many different kinds of children in the film How many ways can you remember that they were different . . list ideas with simple words or sketches

D Game Pick two random children, except both must be boys or girls. In this game you can not tell the name of the person you are talking about but you can tell us things that you see about them The rest of the class will try and guess who you are talking about As the group gets more proficient at describing increase the size of the group

Now make the game harder by describing two people in the group at the same time Start the game with 3 kids in an easy combination i.e 2 boys and a girl, 2 shorts and 1 tall, 2 blondes and 1 brunette, 2 blacks and 1 white As they grow more proficient increase the group to 4 or more with less obvious similarities, i e, all girls of the same height and hair color, etc.

E Using large sheets of paper, scissors, paste, and magazines, each child will make a poster of people who are the same or different Others in the class can guess from the displayed posters how the people are the same or different Each child is the authority on his poster

LESSON 2 (Concepts 3 5)

A. Discussion Areas (may review film again first)
  1 What did you like about the film? Why?
  2 Was that a good or bad name for the film? If you could change the name what would you call it?
  3 Tell us about a time you were especially glad that you were you
  4 Tell about a time that you were not glad to be you
  5 Do you act or feel the same way all the time?
  6 If they have difficulty with 4 & 5, suggest or display pictures that show kids at home, in school out visiting relatives or friends at special events, playing with friends having an argument or fight children when sick tired afraid etc

B. Activity Using an instamatic camera the class will make up their very own story all about themselves, partially based on previous discussion They decide what they want to tell about themselves or show Use role playing to act out some of their ideas. Make sure all kids get into a picture The class will arrange pictures in the order they choose and decide on captions based as much as possible on words they can read Arrange to have the pictures displayed in the library or allow children to invite others into the room to show and tell about their very own story about themselves

LESSON 3 (Concepts 6 - 9)

** Cognitive Functioning
(In evaluation * indicate cognitive functioning).
  a Recognizes implications
    1 Anticipates consequences
    2 Predicts outcomes.
    3 Foresees problems and/or solutions.

A Read "The Unhappy Hippopotamus to the class

B Discussion Areas
  1 What is Harriet?

LEARNING EXPERIENCE

  2 What kind of things do you think a hippo would like to do?
  3 Did she like these things?
  4 What makes you think that she did not like to do these things?
  5 What are some of the things that she decided to do that were different from being a hippopotamus?
  6 If Harriet decided to be like you what are some things we did not read about in the story that she might do?
  7 After Harriet decided to change was everything fine? Explain
  8 Harriet had a problem so what did she decide to do?
  9 Are there any other things she might have done?
  10 How did she finally solve her problem?
  11 Do you think that you ever had a problem like Harriet? Explain
  12 What are some problems that you can think of that have happened to you or other children?

At this point start to work with particular examples the children suggest. Let them decide all the possible solutions to the problem Let them determine if each of the solutions would be good or might have some other problem associated with it Attempt to develop the idea that more than one solution to a problem is possible, and how they might go about deciding if it is a good or bad solution

LESSON 4 (Concepts 10 13)

A Read the stories The Elf Who Didn't Believe in Himself and The Little Engine That Could

B Discussion Areas
  1 In discussion compare the elf and the little engine as to how they felt about themselves.
  2 What are some of the ways that people sometimes act or feel like the elf?
  3 What are some of the ways that people act or feel like the little train?
  4 What are some things you think you are good at doing? Not so good at doing?
  5 Do you always do something good the first time you try?
  6 Is there any way you can change the things that you are not so good at doing? (Use specific examples supplied from students as needed)

C Learn the song "High Hopes" recorded by Sinatra Add a verse to the song with the help of the children that relates to them

LESSON 5 (Concepts 14 16)

A Read the story "The Bashful Bear" to the class but stop at the end of the pages indicated The questions will vary depending on student answers The answers will depend for the most part, on student interpretation and personal experience

B. Intro Today we are going to do something a little different for storytime Do you think you would know how to be a little bear? How will you look? Now that you are all little bears, listen carefully for this story is all about you and an exciting adventure

p. 5 Little bear, why are you so bashful?
Well, what makes you believe that you are the smallest bear in the world?

p 7 Little Bear, why are you so sad today?
Why don't you go play with your parents and brothers?
Do you feel any better when you stay alone?
Why don't you tell your mother or father what is worrying you?

p 11 Poor little Bear who gets angry with you and yells sometimes?
Why does he call you a rabbit?

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

SELF AWARENESS

GRADE/AGE LEVEL

1st - 2nd Grade

LENGTH OF UNIT

4 6 Weeks

Submitted by

Rosemary Palmisano
Elaine Potito
Columbus School

&

Marian Brunet
Donna Boronowski
Roosevelt School

LEARNING EXPERIENCE

p 18 Little Bear that was a terrible thing that happened to you. Why did you decide to climb a tree?
When that lady looked at you what happened next?
Little Bear what are you going to do?
p 23 - What did he say, little Bear?
Nobody ever told you that before What does it mean?
If What's he saying, little Bear?
p 26 Little Bear what happened?
Isn t there anything you can do?
p 32 That was pretty smart little Bear How do you think your parents and brother are going to feel about you?
How do you feel about yourself?
How do you feel about being so little?

C. Continue to refer to the students as Little Bears for the following questions It may serve as a mask through which they can talk about their own problems or worries
1 Little Bear, do you think that people feel sad as you did? Explain?
2 Little Bear, what kind of problems or worries do you think little children have? (provide time for extended conversation)
3 Little Bear, what kind of things do you think happen to children that make them worry or sad at home at school .. with their friends?
4 Little Bear what are some of the things that bother children that they can t do anything about to make the problem go away?
5 Do you think we can solve all our problems, little Bear?
6 If we can t solve a problem that bothers us, what can we do little Bear?
7 What are some problems, little Bear that children can solve or that go away?

D Give each little Bear a large sheet of drawing paper Direct them to draw a picture of a problem that they think children might have which they can t solve Allow for sufficient time to share drawings and discuss the problems they drew

LESSON 6 (Concepts 17 18)
A Have a picture of a child drawn on the board with chalk Label the picture with the word you Ask who it means Go over the different parts of the body and have them name the different parts being pointed to Now erase one part of the body Ask what kind of things they would not be able to do any more Go over important body parts in this way
B Read the story Noses Are For Roses Ask that they listen carefully and see if there are other things they can do with their bodies that they did not think of Discuss afterwards

LESSON 7 (Concepts 19 20)
A Read the story What Mary Jo Shared
B Discussion Areas
1 What grade do you think Mary Jo was in? Explain why you think so
2 What is show and tell ?
3 Do you think it would be fun to do? Why?
4 What things did Mary Jo try to share with the class?
5 Why didn t she share any of these things?
6 What did Mary Jo finally share with the class?
7 Why was that something that no one else in the class could share?
8 Did the class like what Mary Jo shared? How could you tell?
9 If you were going to show and tell what would you share that day? (List their ideas on the board with simple words or sketches)

LEARNING EXPERIENCE

C Divide a board into two columns Label one with the word same and the other with the word different
1 What happened almost every time that Mary Jo tried to share something with her class?
2 Let s look again at each of the things that you would like to share with the class If it is something that many people in the class have the exact same thing we will put it in the same column If it is something that is very special about you that no one else can have exactly like yours then we will put it in the different column
3 Point to the column different and talk about the things in that list Ask what other things they could add to that list that is specially different from all other children
4 Take turns sharing

LESSON 8 (Concepts 21)
A Have the excerpt from the poem Just Me copied in large print and mounted on a bulletin board

Nobody sees what I can see,
For back of my eyes there is only me
And nobody knows how my thoughts begin
For there s only myself inside my skin
But I feel just right in the skin I wear,
And there s nobody like me anywhere

B Read or have the class read the poem Discuss their ideas of what it means Review with the class their ideas of how each of them is special and different Read the poem over again with the class (The last two lines should be stressed) Help the class to memorize the poem It might someday help them recognize their own individual uniqueness at some point in time
C Ask the class to start thinking about all the things that they can tell or show about themselves to someone who doesn t know them at all "Soon we are going to do something that will be all about you".

LESSON 9 (Concept 21)
A Materials needed
Catalogues, magazines drawing paper crayons, scissors tape paint brown wrapping paper overhead projector black construction paper paste
B Procedure (This is a culminating activity that may be extended over a period of about two weeks or more)
1 Using the overhead projector and black construction paper a silhouette will be made and cut out of each child
2 While the teacher is making the silhouettes the students will have a sheet of brown wrapping paper as tall as the child but as wide as they need On this sheet will be pasted their silhouettes and all the things the child decides to share about himself (i e pictures photographs, pictures from magazines of things he likes dislikes etc also any words the child might want to write or have written for him or her) Allow for talking and much movement around the room to facilitate the sharing and acquiring of ideas
3 The finished Me posters will be displayed in the room Once in the a m and once in the p m the class will guess who a poster belongs to by the silhouette That person will tell all about their Me poster and anything else they would like to add about themselves
4 After this activity the posters will either be displayed in the hall or library (depending on the space required) The children will take the posters home

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

LESSON 1
A LANGUAGE ARTS
1 Listening and observing (filmstrip)
2 Vocabulary discussing definition of joy
3 Comparing similarities and differences
4 Describing by characteristics
5 Classifying and choosing by characteristics
6 Research skills looking for either similarities or differences of people from magazines
7 Oral expression sharing and discussing their posters
B SOCIAL SCIENCES
1 Social behavior interaction with a group
2 Sharing ideas
3 Primary research skills
4 Recognizing similarities and differences of people

LESSON 2
A LANGUAGE ARTS
1 Discussing their reactions to the filmstrip
2 Determining appropriateness of film name and alternatives.
3 Discussing cause and effect relationships of behavior
4 Describing and defining various feelings of satisfaction
5 Composing captions for pictures and sequencing
B. Dramatization role playing actions and feeling in various situations.
C Social and Group Behaviors
1 Together planning and creating story about their own lives and actions
2 Together agreeing on sequence of pictures
3 Sharing their finished product with those outside the class.

LESSON 3
A Language Arts listening and observing details of story
B Social Science Problem solving skills
1 Identifying problem solution, and possible alternatives
2 Determine all possible solutions to a particular problem
3 Anticipating outcomes of solutions to problems
C LITERATURE
1 Determining character s traits
2 Predicting characters actions in other situations
3 Considering point of view of main character in story

LESSON 4
A LITERATURE
1 Identifying traits of characters from two stories
2 Comparison of actions and feelings of both
3 Relating actions and feelings of characters to themselves
B LANGAUGE ARTS
1 Describing feelings about self
2 Determining and defining what they themselves do well or poorly at
3 Basing discussion on personal experience
C. MUSIC
1 Learning and singing song
2 Composing additional verse related to self

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

SELF-AWARENESS

GRADE/AGE LEVEL

1st - 2nd Grade

LENGTH OF UNIT

4-6 Weeks

Submitted by:

Rosemary Palmisano,
Elaine Potito,
Columbus School

&

Marian Brunet,
Donna Boronowski,
Roosevelt School

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

LESSON 5

- A. LANGUAGE ARTS:
  - 1- Listening to details.
  - 2- Interpreting behavior
  - 3- Relating cause and effect in behavior.
  - 4- Determining character's point of view
  - 5- Predicting probable behavior
  - 6- Relating story character to own personal experience.
  - 7- Defining problem.
- B. SOCIAL STUDIES:
  - 1- Defining problem.
  - 2- Determining solution or solutions.
  - 3- Defining problems that can or can not have a solution or solutions.
- C. ART:
  - 1- Drawing to express a situation.

LESSON 6

- A. SCIENCE:
  - 1- Naming parts of body.
  - 2- Defining purpose and various uses of body parts.
  - 3- Reasoning skills, defining and determining limitations caused by loss of body part.
- B. LITERATURE - listening to details to determine answer to question.

LESSON 7

- A. LANGUAGE ARTS:
  - 1- Listening for details.
  - 2- Comprehension.
  - 3- Inference.
  - 4- Interpreting.
  - 5- Defining vocabulary.
  - 6- Classification into same and different.
  - 7- Analyzing data.
  - 8- Making generalizations based on analysis.
- B. LITERATURE:
  - 1- Interpreting character's actions and feelings.
  - 2- Understanding character's point of view.
  - 3- Relating story to personal experience.
- C. SOCIAL STUDIES:
  - 1- Participation in a group as an active member.
  - 2- Appreciation of individual differences of others.

LESSON 8

- A. Intellectual abilities and skills.
  - 1- Comprehension of poem.
  - 2- Interpretation.
  - 3- Applications - relating to self.
  - 4- Forming generalizations.
- B. KNOWLEDGE:
  - 1- Memorizing poem.

LESSON 9

- A. LANGUAGE ARTS:
  - 1- Definition.
  - 2- Primary research skills used to express self and feelings.
  - 3- Discussion skills in expressing and describing self.
- B. ART:
  - 1- Making a collage of pictures, etc., as an expression of self.

VALUING EXPERIENCES

Recognizes the need for choices:

If you had the choice of making an imaginary person, what kind of an imaginary person would you choose?

- I. The student may consider the following alternatives:
  - A. What can ge do?
  - B. What will he like to do?
  - C. What will he be able to do?
  - D. What will he look like?
- II. Consequences of the alternatives:
  - A. Appearance: Tall, short, thin, fat.
  - B. Talents.
  - C. Hobbies.
  - D. Sports.
- III. Choice based on criteria:
  - A. Is he kind or rude?
  - B. Is he happy or sad?
  - C. Is he selfish or generous?
  - D. Is he honest or dishonest?

IV. Free choice among alternatives:
Each child has the right to his own opinion, but his imaginary person should conform to society's norms.

V. Internalization:
The student should be able to see that many things are to be considered when making a choice, and therefore they must think (plan) ahead.

VI. Re-evaluation: By having thoroughly discussed the consequences of their choice, each child has the opportunity to change or retain his previous discussion before making his imaginary person's final characteristics.

RESOURCES & MATERIALS

HARDWARE
1- Film strip projector.
2- Record player.
3- Instamatic camera.
4- Overhead projector.

SOFTWARE

1- Film and record - #6954 "The Joy of Being You".
Kindle sound-filmstrips series Unit I
Who Am I? (Concept of Self)
Scholastic/Kindle
Englewood Cliffs, N.J.

2- Teacher Reference:
Hopkins, Lee Bennett. Let Them Be Themselves. New York: Scholastic Book Services, 1969.

3- Bibliography of Children's Books and Poem.

Goodenow, Earle. The Bashful Bear. New York: Follett Publishing Co., 1956.

Hillert, Margaret, "Just Me" from Farther Than Fear. New York: Follett Publishing Company, 1969.

Moore, Nancy. The Unhappy Hippopotamus. New York: Van Guard Press, 1957.

Phoebe. Noses Are For Roses. New York: Whittlesey House, 1960.

Ross, geraldine. The Elf Who Didn't Believe in Himself. Austin: Steck Vaughn Company, 1966.

Udry, Janice May. What Mary Jo Shared. New York: Scholastic Book Services, 1969.

Piper, Watty (retold by). The Little Engine That Could. New York: Golden Press, 1954.

EVALUATION

1. Given the words "joy, bashful, worry, sad, happy, shy, problem".
   - a. Draw a picture to show 3 out of 7 word meanings.
   - or b. Act out through facial expressions and body movements 5 out of 7 word meanings.
   - or c. Describe a situation that could cause 4 out of 7 of these actions.
2. Each student will share things with the class special about themselves i.e. what they like, dislike, can do well, etc.
   - a. Bring in a picture, object, etc., that is special and important or different about you.
   - or b. Write a story telling something important to you of at least 3 sentences in length.

* Recognizes implications: 1, 2 and 3.

3. In role playing, student will act out ways to behave in different situations. Student will decide right or wrongness of ways of acting. Also decide as many different solutions to the situation as possible.

* Recognizes implications: 1, 2, 3.

4. Given a defined situation, (an argument in school, at home, visiting, playing with friends, etc.) and using this format:

AT HOME

GOOD	BAD

the students will cut from a prepared ditto and paste pictures and relate them as being right or wrong behavior in the particular situation described. They must explain their reasoning.

* Recognizes implications: 1, 2, and 3.

5. Given a series of pictures, the student will cut out and paste the pictures to show cause and effect relationships in behavioral situations. They will explain their choice and justify their arrangement.

*- Indicative Cognitive Functioning.

Recognizes implications:
1- Anticipates consequences.
2- Predicts outcomes.
3- Foresees problems and/or solutions.

SUBJECT AREA

SOCIAL STUDIES
SCIENCE

UNIT TOPIC

PANORAMA OF FALL

GRADE/AGE LEVEL

1st Grade
6 & 7 Year olds

LENGTH OF UNIT

5 Weeks

Submitted by

Clara Martino,
Dolores Manganelli,
Mary Ellen Obernesser
Helen Lamb

Hughes School

CONCEPTS & GENERALIZATIONS

Concept:
I. MAN IN HIS PHYSICAL ENVIRONMENT.

Generalizations.
Man's environment changes with the seasons.

Concept:
2. MAN AS CREATOR & EXPLORER

Generalization.
A man uses the products of seasonal changes creatively to enhance his life.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1. (a) Given a walk around the neighborhood, each child will identify items which illustrate a seasonal change with an expected degree of accuracy
1. Given 3 types of trees the child will identify which change in Fall.
2. Given several flowers, the child will be able to tell what happens to them in Fall.
3. Give a series of items, the child will identify the ones which illustrate changes of Fall,
4. Given a list of colors, the child will be able to choose those most typical of Fall.
5. Given a list of words, child will choose those which best describe the Fall season.
6. Given pictures of a farm, the child will choose the one that depicts the Fall harvest.
7. Given a list of animals, child will be able to tell what each does in the fall.

2. (a) Given a trip to a cider mill and pumpkin farm, each child will share a minimum of one creative idea, directly related to the use of a seasonal product or to some important aspect of the trip.

LEARNING EXPERIENCES

1. (a) During the walk
1. Collecting leaves weeds, seeds pods.
2. Record observable full changes and reactions on tape recorder.
3. Photograph Fall changes with a camera,
(Reasoning Skills - Attend to details as well as more general aspects of the environment).
4. Write stories and experience charts.
5. Make full flower arrangements.
6. Trace mount and press leaves.
7. Cut and paste leaves and flowers from construction paper.

2. (a) During the trip
1. Photograph cider making process. (Cider Mill, Elm Street, Clinton, N.Y.).
2. Record guides narration.
(Reasoning Skill - Attends to relevant stimuli and ignores irrelevant stimuli)
3. Buy apples and cider.

Doug's Pumpkin Farm Clinton, N.Y. Reservoir Road
1. Observe pumpkin vines
2. Ride on horse and wagon
3. Photograph pumpkin vines and harvesting process.
(Reasoning Skill - Uses spatial clues to solve problems)
4. Buy pumpkins.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

LANGUAGE ARTS. Vocabulary building (label and identify items)
2. Story writing.
3. Poetry reading.
4. Phonics - identify letter sounds from newly gained vocabulary
5. Develop auditory skills - follow directions from a teacher made story tape

ART 1. Weed arrangements.
2. Leaf rubbings.
3. Fall collages.

SOCIAL STUDIES
1. Setting up criteria for behavior while walking and collecting.

MATH
1. Set constructing with items, collected. (acorns, leaves).
2. One to one matching - (item to numeral - item to word).
3. Counting - count items collected.

(a) Psychomotor 1. Hopping, skipping, jumping, during walk.
2. Pantomine (leaves, nuts falling, wind scattering seeds).

SCIENCE
1. Discuss fall study prints.
2. Classify items and pictures that relate only to fall season
3. Discuss signs of autumn through viewing transparencies.
4. Discuss signs of autumn through filmstrips and tapes
5. Make charts of how seeds travel.

2. LANGUAGE ARTS
1. Label vocabulary gained through trips and paste on cider jug
2. Carve pumpkin and label sensory reactions (gushy, smooth, wet) and hand from jack-o-lantern stem
2. Sequence charts - have children arrange cider making process in sequence.
3. Thank you letters to Mr. Kitchen and to mothers who drove
4. Rhyming skill - given vocabulary gained, children respond with rhyming word (wet-set)
5. Creative stories - class story books to share with other children. (The Sad Apple. The Fat Pumpkin)
6. Oral communication - each child will record his reaction to the question "What part of the trip did you enjoy most?"
7. Poetry listening.
8. (b) Story listening.
9. (b) MATH: (1) Counting money. (2) Counting seed. (3) Number concept - match to numerals. (4) Fractions - cut apples into halves and fourths. (5) Geometric shapes - cut pumpkin eyes into triangles, squares or circles.
(b) SOCIAL STUDIES: (1) Discover the reason for the celebration of Halloween and Thanksgiving through filmstrips, records and tapes.
(b) 2. The children will choose committees for the preparation of food for a harvest party. (a) Applesauce. (b) Popcorn balls. (c) Cranberry Salad.
3. Set up criteria for behavior while working on committees and while at party.

(b) MUSIC & PHYSICAL EDUCATION: Learning of songs and games pertaining to the harvest and holiday celebrations.
Express reaction to music in body movements.

VALUING EXPERIENCES

Type
Value Development
Statement

Mother is in the hospital, dad is taking care of the family. He makes breakfast every morning, wakes you up and goes to work. You dress yourself, eat breakfast and go to school.

Today is a windy, cold fall day.

You want to play kickball with your friends. What will you wear to school?

Steps:
(a) Need for choice:
1. Is it colder today than yesterday?
2. Will you wear your heavy jacket and hat, or your light jacket?
3. Which jacket is easier to play in?
4. Which jacket is better for cold days?

(b) Alternatives:
1. Wear heavy jacket.
2. Wear light jacket.
3. Wear no jacket.

(c) Consequences:
1. Wear heavy jacket - you'll be warm but too clumsy to play kickball.
2. Lightjacket - good to play in but might catch cold.
3. No jacket - (same as 2).

(d) Select
You wear your light jacket - you can play in comfort.

(e) Internalize:
1. Suppose you get sick because you wore a light jacket and dad has to stay home from work to take care of you? How would you feel?
2. If he is taking care of you, how can he go to see mother at the hospital?
3. How will mother feel if no one comes to see her?
4. Who will make the money to pay the hospital bill if dad is out of work taking care of you?

Re-examine:
1. Do you think you made the right choice?

RESOURCES & MATERIALS

1 & 2.
For walk - camera, tape recorder, bags.
Poetry - (1) Fisher, Aileen, Where Does Everyone Go. Crowell Pub. Co., N.Y. 1961.
(2) Arbuthnut, May Hill, Time For Poetry, Scott Foresman Co., Fair Lawn, New Jersey, 1959.

Down, Down, by Eleanor Farieun.
Autumn Woods by James S. Tippett
October - Rose Fyleman.

Story tape - tape recorder, headset, ditto sheets for each child.

Art 1. Pots, weeds, clay.
2. Paper, crayons, leaves.
3. Cardboard, fall items, glue.

Social Studies filmstrip & record Good Manners on the Street - Eyegate #34 F, Jamaica, N.Y.

Math 1. Classify items collected.
2 & 3. Items collected (leaves, acorns, nuts, cones, pods).

(a) Study prints
1. In The Fall - Society for Visual Education Inc. 1345 Diversey Parkway, Chicago, Ill., Set. Sp. 139
2. Full Leaves & Squirrel David C. Cook Publishing Co. Elgin, Ill. 60120 sheet #7 #8

Activity Kit: Seasons Fall & Winter Magazines

Transparencies: Eyegate Co.
Signs of Autumn
#049-14 Thermostat Goes Down.
049-10 Days Get Shorter.
049-8 Wear Warm Clothes
049-12 Trees Lose Leaves
049-13 Children Back To School

Filmstrips
1. The Seasons, SVE #339-342
2. Autumn, SVE

3. Jim Handy, Scott Educational Division, 104 Lower Westfield Rd., Holyoke, Md., 01040
Animal Stories JH 1160 F. Autumn Is Here. Seeds Travel. Brush the Red Squirrel
Tape: Imperial Film Co., Lakeland, Florida 33803.
1. Autumn. 2. Stories in Season
Book: Darby, Gene, What Is A Tree? Benefic Press, Chicago, Ill., 1957
Cider Mill: 1. Camera, flash bulbs. 2. Tape recorder. 3. Money.
Pumpkin Farm 1. Camera & flash bulbs 2. Money. Drivers or bus needed
Oral Communication: 1. Tape recorder and microphone

Poetry: Arbuthnot, May Hill, A Time For Poetry, Scott Foresman & Co., Fairlawn, N.J. 1954. Apple Song by Frances Frost
Music: Laudeck, Beatrice, Making Music Your Own Way, Silver Burdett, New Jersey 1968 p.41 Potatoes, p.43 America, p.48 Father We Thank Thee, p.52 Dame Get Up and Bake Your Pies, p.110 Oats Peas and Beans.
Manners: Filmstrip and record, Eyegate #34F Good Manners For Special Occasions, Good Manners at School.

Applesauce:
1. Apples, sugar, cinnamon
2. Large pan, hot plate, water, plastic knives, strainer
3. Cookbook 4. Cups & Spoons.

Popcorn Balls:
1. Popcorn & Popper. 2. Oil, Salt.
3. Molasses, baking soda. 4. Butter for hands. 5. Wax paper for wrapping.

Cranberry Salad:
1. Cranberries - oranges - sugar.
2. Grinder 3. Cups & Spoons

Math
Apples, pumpkins, knives, seeds

EVALUATION

1 & 2
(a) Bulletin Board Game

A Fall walk

1. Divide children into committees to draw, cut out and mount signs of Fall. (squirrels, trees, piles of leaves, acorns, chestnuts, fruits, vegetables). Reasoning Skill - sorts on one or more dimensions).
2. Teacher places a numbered path on bulletin board and children arrange cut out items at various intervals.
3. Children decide items which will become hazards or rewards and label as such (2 steps forward - 3 steps back).
4. Place number spinner on board and decide on rules for game playing.
(Reasoning Skills - recognizes rules, recognizes regularity pattern, order).

2. A Harvest Party
Give the children the opportunity to have a harvest party at which the committes will share the fruits of their labor
(a) Foods
(b) Songs & games
(c) Story telling
(d) Special clothing
(Holloween costumes, Pilgrim or Indian clothing)

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SOCIAL STUDIES UNIT TOPIC LITTLE CITIZENS GRADE/AGE LEVEL 1st GRADE 5-7 YEARS LENGTH OF UNIT 3 WEEKS	1 - The Citizens Self-Image - There are a number of aspects making up the character of a citizen.	1(a) Given a showing of the filmstrip "The Raggedy Little Elf," each child will demonstrate his understanding of the differences between a poor citizen, by choosing and cutting out pictures from magazines to create a collage for each type of person, to teachers' discrepancy. (A.C.P.) 1(b) Given a set of silly names the children will demonstrate that they are aware of certain bad habits that are not desirable in people, but that can be corrected, by drawing a wanted poster of an "undesirable character" of his choice and state his "crime," and later decide his sentence to the approval of the majority of the class. (C.A.P.) 1(c) Given discussion time of what they feel are good and poor habits of citizenship. The class will demonstrate a knowledge of what good citizenship requires by listing the "good citizens in the classroom" and will state 10 rules for good citizenship. (Cognitive)	1 (a) Pass out magazines. Have children pick, cut out and glue pictures to make a collage of people showing habits of good citizenship, and another for poor citizenship. 1 (b) Give the children a set of silly names (Fresh Frank, Careless Clara, Sloppy Sam, Wasteful Willie, etc.) and let them make up more. Let each choose and draw a wanted poster of that undesirable character and under it, state his crime. Later have the class be the jury and decide on a sentence for that character. Give him some duties that may help him to make up for that wrong doing to put him back on the right road. 1 (c) Have the class make up a list of "Good Citizenship in our Class," and post them on a chart. Let the children decide on what to do with classmates who break the agreed upon rules.	1a - Art 1b - Art, Creative Dramatics, Role Playing, Decision Making, Math (counting votes). 2b - Art 2c . Writing, Language Skills 3b - Art, Thinking Skills (planning ahead) working in groups and on committees, assigning jobs to classmates, decision making, directions (N.E.S.W.) Math (area, scale & proportion). 3c - Discussion procedures. 3e - Art, perspective. 3f - Art, Writing, Language, Manners, Safety. 4a - Art 4b - Math 4c - Math 4d - Science 4e - Math (Place value), Count-by 10's and 1's). 5 - Creative expression. 6a - Role Playing 6b - Writing, Language Skills.	(Activity 1b) 1b. Given a set of silly names (Fresh Frank, Careless Clara, Sloppy Sam, Wasteful Willie, etc.) each child will choose one and draw his wanted poster and state his crime. The class will simulate as judge, defendant, prosecutor, jury, lawyer, witnesses, etc., for one of these characters and hold a mock trial to decide a sentence for this "undesirable character." Step 1: Recognizes The Need For Choice. Because the defendant has not yet been tried, the students have many choices to make - guilty, not guilty, abstain - and if guilty, what sentence? Rehabilitation or punishment? The need for choice is apparent as it has to do with the future of the "criminal" and of society. Step 2: Identification of Alternatives. Because children may judge quickly, it is up to the teacher to pose "what if" type questions to get children to think of the alternatives. Step 3: Consequences of Alternatives. The jury would have to be open to both sides and would have to weigh the evidence in light of the consequences before choosing. Step 4: Free Choice Among Alternatives. Because each person has a right to his opinion, he has the power of making a free choice, although he must accept the majorities ruling.	NOT LISTED IN ORDER OF ACTIVITIES Filmstrips 1. "Little Citizens" (records inc. - esp. "Raggedy Little Elf"). 2. "Manners Wherever You Go." 3. "Helping Each Other at Home." 4. SVE H-40 - "Homes and Family Living." 5. "Living Together" - A2285 - SVE. 6. "Learning To Live Together" - Pt. 1 & Pt. 2 F8025SR & F801SR, SVE Family Filmstrips. 7. "Making Your Neighborhood Better." 8. "Let's Listen: Exploring City Sounds & Cows Don't Say Moo;" Coronet. 9. "City Rhythms" HPI : 3001 - Urban Community. 10. "True Book of Community Helpers" - A2218-SVE. 11. SVE-M-45 - "Family and Community Life." 12. SVE-M44 - "Community Helpers." 13. SVE-H52 - "People in Our Community." Films: Utica Educational Film Exchange: 1. "Am I Trustworthy?" 504 2. "Kindness To Others." 808 3. "Let's Play Fair." 537 4. "Let's Share With Others" - 179 5. "Beginning Responsibility:" (a) Being On Time. 1084 (b) Books and Their Care. 1085 (c) Doing Things For Ourselves in School. 1086 (d) Luncheon Manners. 1087 (e) Rules at School. 1088 (f) Taking Care of Things. 623 (g) Other People's Things. 801 (h) Getting Along With Others. 1089 6. "Ways to Good Habits." 564 7. "Ways to Settle Disputes" 111 8. "Courtesy for Beginners." 600 9. "Fairness for Beginners." 1207 10. "The Fun of Making Friends." 1212	1(a) Write a short paragraph of at least 3 sentences for each collage stating what characteristics you see for each type of person, both good and poor citizens. 1(b) After judging each character to be guilty or not guilty, write one reason for the choice of sentence. 1(c) Give a written ditto of 20 sentences, have children pick out and underline the 10 best rules of good citizenship. (Make 10 of them poor habits and 10 good).
	2. The Citizen and his Intimates - Everyone has some role to play in the family unit.	2. Given pictures of different families around the world, at their daily activities, the children will be able to compare roles of each member of a family unit in order to come to the conclusion that although people are not everywhere the same, family mem-	2 (a) Show children pictures of different kinds of mothers, fathers, babies, etc. Ask the children "What do Mothers do?," "Fathers?," "Grammas?," "Grampas?," "Brothers?," "Sisters?," "Babies?". Have children see that even in their own classroom, family members play different roles. 2 (b) Make a booklet, "My Own Little Family". Give out large sheets of paper - one for each member of the family. Have children devote one page to each member. Bring in snapshots or draw pictures of each member doing what they do in their home - including themself. 2 (c) Write a story and illustrate it. Choose any of these: "How I Can Help Mommy or Daddy," "What are Grandma's For?" or (Grandpa's), "Why I Sometimes Fight With My Brother", (or Sister.)				2. Children will make a booklet with at least one page for each duty of each family member and write one sentence at the bottom describing their duties.

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SOCIAL STUDIES UNIT TOPIC LITTLE CITIZENS GRADE/AGE LEVEL 1st GRADE 5-7 YEARS LENGTH OF UNIT 3 WEEKS (CONTINUED)		bers play, generally, similar roles. (Cognitive).			Step 5: Internalization: The children should be able to see that there are a number of things to be considered when making any kind of choice and therefore must look ahead. Step 6: Re-evaluation By adding a new piece of evidence each child has the chance to change or adhere to his previous decision before making it final	11. "Fun on the Playground" 719 12. "The Golden Rule." 146 13. "How Quiet Helps at School." 178 14. "Johnny Learns His Manners." 78 15. "Allen My Brother." 1189 16. "Our Family Works Together." 210 17. "What Do Fathers Do?" 268 18. "Your Family." 359 19. "The Helpful Little Fireman." 1156 20. "City Fire Fighters." 133 21. "Our Community." 639 22. "Everyone Helps in Our Community." 1001 23. "Helpers Who Come To Our House." 1217 24. "The Policeman." 551 25. "The Bus Driver." 508 Films; Utica Public Schools Film Catalog: 1. UT 34 - True Values. 2. UT 35 - Patty Garman - Little Helper. 3. UT 53 - Little People, Big People. 4 UT 218 - Duke Thomas-Mailman. 5. UT 56 - Friends and Neighbors. 6. UT 217 - On Hebert Street.	
	3. The Citizen and His Community - A citizen has certain responsibilities in his community.	3. Given books, filmstrips or films on community helpers (several to choose from), the child will demonstrate his understanding of each helpers role in the community, by matching pictures of community helpers to a list of responsibilities. (Cognitive).	3. (a) Show pictures of some community helpers. Have the class list the kinds of things they are responsible for. The next day call out some responsibilities and have the children pick out the person who it belongs to. 3. (b) Have the children make a small community. Make paper sculptures of community helpers cut of paper tubes and colored paper. Make a large floor plan of your immediate community (neighborhood). Make homes, school, church, hospital, post office, firehouse, police station, stop lights, safety signs, etc., out of cardboard boxes and colored paper. Place community helpers properly, (mailman, newsboy, milkman, teacher, doctor, nurse, policeman, crossing guard, fireman, etc.) Add trees, vehicles, etc. Label the project, "We Help You." 3. (c) Have discussion time on "What would you do without the _______ ?" (doctor, police, teacher, etc.). How important are these people to you? 3. (d) Show the movie, "The Little Fireman," Then give children dittos of community helpers with enough space on either side for the children to draw themselves doing something to help the helper. Title it, "I'm a Little ______ " (fireman, teacher, doctor, etc.) 3. (e) Trace a "cut-out-doll" onto oaktag and cut it out to make it look like yourself (child). Design clothes for "yourself" that are clothes like the community helpers (nurse's uniform, policeman's uniform, etc.) Dress your cut out doll and place him on a large sheet of manila. Draw the scene around the doll that you would most likely find him in (schoolroom, fire, robbery, crosswalk, hospital, etc.). 3. (f) Ask some helpers to come in and talk to your class, or take children on field trips to the local fire station, police station, etc. Write letters to the community helpers to thank them for all the good they do, - or make posters called, "You Help Us - We Help You". Draw pictures of things that you can do to make their jobs easier.				3. Make a ditto up with a list of responsibilities in the community. Put names of community helpers on the board by the pictures. Read each sentence with the children. Have them find the helpers name on the board who has that responsibility and copy it onto his test paper by that sentence.
	4. The Citizen At Work and At Play - The citizen has a certain responsibility in his work and play to himself and to others.	4. (a) Having read "The Smalls", each child will show his understanding of how families work together by writing a fictional story of an animal family and assigning roles to each family member so that all have jobs to do. (Cognitive-Psychomotor). 4. (b) After seeing movies on Fair Play and Rules, in school (several to select from in resources) the children will demon-	4. (a) Read the books about "The Smalls", (a family where mother, father and children all work together and where mother & father sometimes exchange roles - father washes dishes, etc.) Draw a picture of how your Daddy helps Mommy do her work and how Mom helps Dad with his work. 4. (b) Make a list of things that must be done in the home every day. Then put next to it, the person's name who does it. Does anyone work more than others? Can it be changed? Try it and see. 4. (c) List all the things you are able to do in the home. Count how many you really do. Try to add one more to really do. 4. (d) Show pictures of animal families. What roles do each play in the family? Write a story about an animal family and assign jobs to each member. 4. (e) Have children make up rules of good playing (and working) habits in the school and on the playground. Then make up a "Good Citizen" bulletin board, and give awards for good behavior. (Make up different themes for different seasons. For example - at Thanksgiving time give each child an Indian headband made of brown folded paper. Have them make many colored feathers of			Books: 1. "The Smalls" (a series of books) 2. Pitt, Valerie, "Let's Find Out About Our Neighbors," Franklin Watts, Inc. N.Y. 1970 3. Pitt, Valerie, "Let's Find Out About The City," Franklin Watts N.Y. 1968. 4. Schapp, "Let's Find Out About School," Franklin Watts, N.Y. 1968 5. Elkin, "The True Book of Schools," Childrens Press 1958. 6. Newman & Sherman, "About The People Who Run Our City," Melmont, Pub. Chicago, Ill. 1963. 7. Stanek, "About Our School," Benefic Press Westchester, Ill. 1968. 8. Hoffman & Hefflefinger, "About Helpers Who Work at Night," Melmont Pub. Chic., Ill., 1963	4. Each student will write a story about an animal family (fairy tale type story). Ex. "The Rabbit Family," they will go through a day with that family and assign roles to family members. (Daddy works in the garden, children pick the carrots, Mother makes the carrot stew, etc.) 4. (b) Children can be evaluated on their behavior in school as it shows up on the Good Citizen Bulletin Board. Strictly for teachers own personal evaluation. (CONTINUED)

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SOCIAL STUDIES UNIT TOPIC LITTLE CITIZENS GRADE/AGE LEVEL 1st GRADE 5-7 YEARS LENGTH OF UNIT 3 WEEKS (CONTINUED)		strate their awareness of the need for patterns of good behavior, by setting up rules of courtesy in work and play that they wish to follow.(C-P).	paper. Reward children with feathers when you notice signs of good behavior, take feathers away for poor behavior. Set a date for the end of the "contest". Give out Good Citizen's Awards to children with a certain number of feathers (number to be voted on by children beforehand). Other ideas, at Christmas use Christmas trees and reward them with paper ornaments, or at Easter use baskets and eggs - or in Spring use baskets and flowers - or use dog dishes and dog bones. (All can be used in Math for place value - when a child receives 10 rewards, he may trade them in for a different marker worth 10 Pts-) 10 ornaments on Christmas tree can be worth 1 star or angel). 4. (f) Hold a club meeting on Friday afternoons. Have children nominate and choose one student to be Citizen of the Week. Make him special (give him a crown or a chair cover or special privileges). Children must give specific reasons for nominations.			9. Ibid., "About School Helpers," 1955 10. Ibid., "Our Friendly Helpers," 1954 11. Ibid., "More Friendly Helpers," 1954 12. Greene, Carla, "I Want to Be," books, Children's Press, Chic., Ill., 1960. "I Want to be A ..." Carpenter Dentist Ballet Dancer Policeman Truck Driver Road Builder Space Pilot Storekeeper Orange Grower Restaurant Owner Nurse Librarian Bus Driver Baker Cowboy Animal Doctor Train Engineer News Reporter Airplane Hostess Tracher Coal Miner Homemaker Dairy Farmer Pilot Mechanic Postman Farmer Zookeeper Telephone Operator Doctor	
	5. The Citizen in Conflict - The Citizen must find sensible ways to handle situations of conflict.	5. Given an open ended situation, the child will show his ability to handle a situation of conflict by making a decision that will be reasonable to all involved. (Affective).	5. Give children short stories without endings. Let each finish the story to settle the conflict. For ex. Jimmy's cousin Billy came to visit him for a week. Jimmy brought him over to his best friend, Tommy's house. When Tommy wasn't looking, Jimmy saw Billy putting Tommy's favorite miniature truck into his pocket .... (finish it.)				5. Give a multiple choice test on open ended situations. Give 3 choices to solve the problems. Have child pick the one he feels is best. (Make 2 pretty ridiculous) that could be a possible solution).
	6. The Citizen and his Aspirations - Pears. The citizen must make a healthy decision about his future.	6. Given a series of books "I Want To Be," each student will demonstrate that he has given some thought to his future, by choosing one profession he feels now that he may like to enter, and role play his preparation for that future profession. (Affective-Psychomotor).	6. (a) Pass out books from the "I Want To Be" series and let children look through them. Ask them to pick out a few to read and then pick one that they might like to be. Role play that person's job. Let the children guess what you'd like to be. 6. (b) Write a story, "When I Grow Up, I Want to Be a ___". Tell what good citizenship habits you can show now that will help your future. Don't sign it. Hang them around room and try to match stories to class members. Make up a list of "In 20 Years We See ____ as a ____." Fill in class members names and how you see him in the future. Do you see yourself as others see you?				6. Each student will keep a "diary" or "log" of "A day in the life of a ____," using the profession he chose to role play earlier, to be handed in and read to the class. Anything possible would be accepted and children may be as imaginable as they like in order to make the diary more exciting

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SOCIAL STUDIES **UNIT TOPIC** "I AM SPECIAL-I CAN DO MANY THINGS" (developing a good self-image through the recognition and understanding of talents and abilities.) **GRADE/AGE LEVEL** PRIMARY AGES 6-9 **LENGTH OF UNIT** 5-6 WEEKS	1. SELF IMAGE: (1) Each person is unique having special talents and abilities. (2) We should acknowledge what we can do, and do it well. 2. INTIMATES: People share their talents with others at home, at school, and at play. 3. COMMUNITY: (1) Our talents are not only for our own use, but can be used for other people. (2) People in the community use their special talents to help me and my family. 4. PHYSICAL ENVIRONMENT: The things around us, the place where we live, and the people closest to us all help in deciding how to develop and use our talents. 5. WORK: When we try hard, we can learn, grow and perfect our talents. 6. PLAY: We enjoy doing what we can do well. We usually do those things often. 7. CREATOR-EXPLORER: In discovering our talents, we discover many new and wonderful things about ourselves and others. 8. CONFLICTS: Sometimes others do not appreciate our talents. Some people are jealous of other's talents. 9. ASPIRATIONS & FEARS: (1) People who are cheerful, kind, and generous have special talents.	AFFECTIVE 1. Given many previous experiences related to the identification of talents, each child will express verbally how he feels about his ability to perform one talent. 2. Given situations in which people hurt others because of jealously, the class will examine through role playing how the characters in the situations react to the conflict. They will then discuss how they would feel if they were confronted in similar situations. 3. Given films, stories, pictures, etc., in which such qualities as generosity, kindness, cheerfulness are shown, each student will judge as to whether or not he believes such qualities are talents. 4. Given resource books including biographies and stories about community helpers, each student will choose two types of people who work for the service of others and judge if special talents are needed for these jobs. 5. Given many previous experiences related to talents, each student will participate in a group discussion as to what the concept of "gift" means to him. He will then decide for himself whether or not he thinks his talents are gifts to him. COGNITIVE: 6. Given opportunities and experiences to understand the meaning of talents, each student will	(The Learning experiences are listed in the order of presentation to the students. Following each experience is listed the number of the objective to which it is related and the strand (concept) to which it is related). 1. The unit is introduced by having each child place a photograph of himself on a large bulletin board. The words "we can do many things," should be written on the display board. (Obj. 6; Self-Image). 2. A discussion will follow as to the meaning of the bulletin board. A discussion of the variety of things that each can do should follow leading to the concept that each of the children has special talents. (Obj. 6; Self-Image). 3. Each child should identify verbally his talents and list them next to his photograph on the display board. (Obj. 6; Self-Image). 4. After each child's talents have been noted then the variety of talents can be classified according to musical, athletic, etc. This list could be noted on the blackboard so that the variety of talents can be easily seen by the students. (Obj. 6; Self-Image). 5. Provide books both for individual reading and for stoty telling in which the characters' talents can easily be identified. Discuss the talents of the characters helping the children to discover personal identification. (Obj. 6; Self-Image) (Titles for this experience are listed under resource materials). 6. View films in which responsibility, acts of kindness, generosity, etc., are manifested. (Films are listed under Resource Materials), (Obj. 3; Aspirations & Fears). 7. The class will discuss and each child will decide whether he believes such qualities as generosity, kindness, cheerfulness, etc., can be talents for some people. (Obj. 3; Aspirations & Fears). 8. The children will re-evaluate the talents which they listed earlier and add to their list anything else, which they consider to be one of their talents. (Obj. 3; Self-Image). 9. Discuss how talents are acquired, learned, and perfected. Each student will write how he has learned and improved one talent. (Obj. 7; Work), 10. The following activity is to help each child see that the things that he does well, he usually does often: (a) List 10 things that you like to do and that you think that you can do well. (b) Now, next to each thing that you listed write about how long it has been since you did that thing. (Obj. 8; Play). 11. Demonstrate a talent to the class. Try to teach one thing about the thing that you do. (Obj. 11; Intimates). 12. Write about one thing that you have learned from someone's demonstration. (Obj. 11; Intimates).	Language Arts 1. Correlate the unit with the Reading curriculum through the use of basal texts and experience charts. 2. Using photographs of the children to construct a large book showing the variety of talents of those in the class. 3. Using slides and a tape recorder, the children can make a slide presentation. Science: 4. Relate the development of talents to physical growth. Music: 5. Learn songs related to the topic e.g., "My Favorite Things," from the Sound of Music and "Getting To Know You," from the King & I. Art: 6. Express a talent through sculpture (clay or paper). 7. Express a talent through color (tempra or water color). Math: 8. Make a chart or a graph showing the variety of talents of the students in the class. 9. Social Studies - correlate with a unit on famous people. View films and use resource materials to see how others have used their talents in their service to mankind - e.g. Dr Tom Dooley, Martin Luther King, Helen Keller, etc.	Experience: The following situation is presented to the student: If you had the choice of being a Junior Community helper and you could work with a community helper for a week during the summer, which of the community helpers would you choose. I. The student might consider the following alternatives: (a) What he can do - what abilities he has. (b) What he likes to do. (c) What past experiences he has had. (d) What job he would like to learn about. (e) What service he might he might be able to give to others. II. Consequences of the alternatives: 1 - Possible consequences of "a" are: (a) He might recognize his talents as mainly athletic. (b) He might recognize his talents as musical or artistic. (c) He might recognize his talents as giving help to others. (d) He might recognize his talents as working with his hands. 2 - Possible consequences of "b" are: (a) He might like to play sports. (b) He might like to create things in art. (c) He might like to work with people. (d) He might like to play a musical instrument. (e) He might like to do domestic things. (f) He might like to be outdoors working at farming etc. 3 - Possible consequences of "c" are: (a) He may have visited a friend or relative at one of these jobs.	I Films: Utica Educ. Film Exchange. The Helpful Little Fireman Kindness to Others Let's Share With Others City Fire Fighters Everyone Helps In A Community The Fireman Helpers Who Come To Our House The Hospital The Policeman What Our Town Does For Us A City & Its People A Day With Fireman Bill Policeman Walt Learns His Job Beginning Responsibilities II Filmstrips: Some Neighborhood Helpers (Eye Gate) School Friends and Helpers (SVE) Be Kind Stories (Eye Gate) Consideration For Others (SVE) Learning To Live Together (SVE) III Suggested Books: Who Am I (from Project Interracial Studies; Utica Public Schools) Who Do You Think You Are? (Lerner) My Book About Me (Seuss) The Smallest Boy In The Class (Beim) The Ugly Duckling Love Is A Special Way of Feeling (Harcourt) About Policemen (Dillon) Amazing Mr. Pelgrew (Schlein) About The Driver Of A Bus (Phillips) IV Pictures: 1-My Community Teaching Pictures (Cook Publishing Co.) 2-Magazines & newspapers.	Listed for Each Objective: Objective 1: The teacher's observation of each child's ability to relate how he feels about a talent will be the means of evaluating his objective. Objective 2: In evaluating this objective, the teacher will primarily observe each child's ability to make personnal identification with the characters in the situations and observe the child's ability to "feel" with the characters. Objective 3: For this objective, the primary evaluation will be the teacher's observation of the childrens ability to grasp the concept of talent in a broader sense than has been presented. The teacher will be looking for a transfer of knowledge here. Objective 4: To evaluate this objective a written report will be submitted by each child regarding his findings in the resource materials. The teacher will evaluate these short reports primarily on the child's ability to identify the necessary talents of the various community helpers. Objective 5: To evaluate the objective the teacher will observe the children's reaction to the experience and note the children who are able to draw the parallel between the concept of gift and the concept of talent. Objective 6: The teacher's observation of each child's ability to identify his talents is the evaluation for this objective. The teacher should be sensitive to those children who are shy or unable to identify their talents. Here the teacher should provide leading questions by which each child can come to the realization of his own talents. Objective 7: In evaluating each child's written summary of how he has learned a talent, the following points should be noted: (a) Ability to recognize that talents very often are learned from others and (b) Practice helps to improve the quality of the thing we do.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC "I AM SPECIAL-I CAN DO MANY THINGS; (developing a good self-image through the recognition and understanding of talents and abilities) GRADE/AGE LEVEL PRIMARY AGES 6-9 LENGTH OF UNIT 5-6 WEEKS (CONTINUED)	I admire the talents of others. 10. Gods: (1) Our talents are precious gifts. (2) They help us to bring love and happiness to others.	identify orally his talents to the best of his verbal ability. 7. Given general ideas in which talents are acquired or learned, each student will write how he has acquired or learned one thing that he considers to be one of his talents. 8. Given writing materials each student will briefly list ten things that he likes to do. Then he will write next to each of the ten items the last time that he participated in that activity. 9. Given several introductory experiences relating to the understanding of talents, each child will participate in a discussion as to how people share their talents at home, at school and at play. 10. Given all of the experiences in the unit, at its conclusion each child will write and illustrate a short paragraph - "I am special I can do many things." PSYCHOMOTOR: 11. Given the time to prepare and to acquire materials, each student will show by demonstration something to the class which he can do. 12. Given materials etc., each child will participate in a class project to bring joy to patients in a nursing home, children's hospital or similar setting. 13. Given materials each child will make a collage showing the things people and experiences that have influenced the development of a particular talent.	13. The children can discuss how people share their talents at home, at school, at play. (Obj. 9. Intimates). 14. Make a collage, Show the things people, and experiences that have helped you to use and make better this talent. (Obj. 13, Phys. Environment). 15. Provide books, films, filmstrips, and pictures about community helpers. Include firemen, policemen, mailmen, librarians, teachers, nurses, doctors, etc. Each child will choose two types of people who work for the service of others and judge for himself if special talents are needed for these jobs. (See Resource List for materials), (Obj. 4; Community). 16. Find in local media such as newspapers the names of 2 people in your community who share their talents with others, (Obj. 4; Community). 17. The following valuing expdrience is presented to each student: If you had the choice of being a Junior Community helper and you could work with a real Community helper for a week during the summer, which of the community helpers would you choose. Each student should decide for himself and provide reasons for his choice. (Obj. 4; Aspirations & Fears). 18. The class will go on a field trip to a place of Community Service, e.g. Police Station, Fire Station, Library etc. (Obj. 4; Community). 19. The class will demonstrate their understanding of the necessity of sharing their talents and abilities by doing something for others. They may make favors for the elderly, visit a nursing home, sing for the patients or some similiar activity. (Obj. 12; Community). 20. Each child will express verbally how he feels about the ability he has to perform a particular talent or particular act of kindness. (Obj. 1; Self-Image), 21. The following situations are given to the students. In each each situation people hurt others because of jealousy over a talent of the other. The children will role play or use puppets to dramatize the situations. They then will discuss how they would feel if they were the characters in the situations. Perhaps they can draw parallels to situations which they have experienced. (Obj. 2; Conflict), SITUATIONS: 1. Tom and Jim are both on a swim team. Tom wins a medal in the race. Jim will not play with Tom any more because he is mad that he did not win. How would you feel if you were Tom? What would you do to get Jim to play with you? 2. Peg and Mary are sisters. Peg is older and knows how to sew. Mary is just learning and makes a dress. Peg laughs at Mary's dress. How do you think Mary feels? What should Peg do to help Mary? 3. Bill is very smart in school. He always gets good marks. Sam has a hard time in math. Sam asks Bill to help him. Some of the other kids in class laugh at both Sam and Bill. They laugh at Bill because he is smart; they laugh at Sam because he needs help. How do you think these boys feel? What can they do? 22. The class will construct a mural showing the variety of talents and abilities in the class. Part of the mural can show how they might be using these talents 20 yrs. from now. The mural can be displayed in a corridor or entrance way. (Obj. 14; Creator - Explorer).	(b) He may have read about a particular area of service. (c) He may have had a similiar experience in Scouts. 4 Possible consequences of "d" are: (a) He wants to learn about a particular service. (b) He admires a particular adult in one of the services. 5. Possible consequences of "e" are: (a) He may see himself as helping people in a particular area. (b) He may be sensitive to the needs of others because of a personal experience. e.g. a sick mother, an invalid grandparent. III Choice Based on Criteria. The student considering the consequences of the various alternatives and considering such criteria as the following will decide which Junior Community helper to be. Possible criteria might be: 1 - Security 2 - Personal Pleasure 3 - Parents 4 - Chance of Success 5 - Immediate Rewards IV. Freely Chooses Among Alternatives. The teacher guides him in his decision, leading him to see his talents and capabilities but in no way forces him to a particular decision. How he will spend that week as a community helper is his own decision based on the alternatives and criteria. V. Internalizes the Decision. This step comes with the actual carrying out of the experience. The teacher should observe his reaction during & following the experience.	V Records: Young Helen Keller (Bk & record) Ed. Reading Service The Sound of Music The King & I VI Area Community Service For A Field Trip. Police Dept. Fire Dept. Library etc. VII Local Hospital or Nursing Home for Kindness Project. VIII Camera and Photographic Materials for certain Learning Experiences.	Objective 8: The teacher will evaluate each child's ability to recognize that the things that he does well he usually does frequently and enjoys doing them. Objective 9: For this objective the primary evaluation will be the teacher's observation of how well the children can identify talents in others and see these talents as used in service to others. Objective 10: In evaluating the paragraph written by each child, the following ideas should be evaluated: (a) Identification of talents (b) Expression of a good Self-Image, (c) Realization that talents are used for others. The teacher can write a note of positive encouragement on each paragraph. Objective 11: For this objective the primary evaluation will be the teacher's observation of each child's ability to relate something that he can do. Also the response of the class to each one's presentation should be rated. Objective 12: The evaluation lies in the experience itself whereby each child tries to bring joy to someone else through his talents. The child's own response is the best measure of this objective. Objective 13: Each child's collage should be judged on his level of ability and on how well he can express the theme. Objective 14: Each child's work on the mural should be judged in the light of his ability to recognize the talents of others. Objective 15: The evaluation for this objective lies not in the child's performance but in his ability to use his talent to build his own self-image. The teacher will observe this and try to determine if the class as a whole has grown in the appreciation of themselves as people who can do many things. Page 2
		14. Given the subject and suitable materials, each student will participate in constructing a mural showing the talents of the students in the class. 15. Given all of the previous activities of the unit, each student will participate in someway, in a class talent show.	23. The teacher will present to the class a gift wrapped package. The children discuss the meaning of the gift. Each child should decide how the concept "gift" is related to his own talents. (Obj. 5; Gods). 24. The class will put on a talent show to be viewed by another class or several classes. (Obj. 15; Creator - Explorer). 25. Each child will write a short paragraph - "I Am Special, I Can do Many Things." (Obj. 10; Self-Image).			

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATH UNIT TOPIC MONEY GRADE/AGE LEVEL 2nd Grade 7 Years LENGTH OF UNIT 2 Weeks Submitted by: Marilyn Robertaccio, Carol DePhillips, Seymour School	1. MAN AS CREATOR & EXPLORER Man's ingenuity enabled him to devise a measuring instrument (money) for the exchange of goods and services. 2. MAN AT WORK In our society man is motivated to work for money in order to acquire some of his goals. 3. MAN AND HIS INTIMATES. In our society man is dependent on his fellow man for his needs. 4. MAN & HIS SELF-IMAGE. How man spends his money is determined by his personal values. 5. MAN & HIS ENVIRONMENT. Everything in the world is composed of sets, and money can be thought of as one such set.	1. Given a sheet of manila paper, each child will design a coin with all children participating. (Deductive, affective, psychomotor, sensory) 2. Given a sheet of writing paper, each child will write at least 3 things he feels about the design on the coin he created in objective #1, with at least 80% of the class completing the task. (Affective, psychomotor, cognitive, deductive).	1. Each child will examine a variety of coins. 2. After careful examination of coins, each child will design his own coin 3. Each child will write at least 3 things he feels about his design on his coin 4. Upon completion, the designs will be put together with metal rings to make a coin book.	SOCIAL STUDIES Children find countries where some coins are from on map or globe. ART Creating coins. LANGUAGE ARTS Writing sentences.	1. a. The children are faced with the problem of designing a coin. b. The student will design several pictures. c. The students will look over his choices. d. The student will select one design. e. The student will design his coin. f. Each has the option of making a new choice, if he is not satisfied with his first.	Assorted coins, construction paper, manila paper, paste, writing paper, crayons, pencils, stapler, scissors, maps, globe, metal rings.	Teacher observation. Brainstorming. Oral responses. Teacher observation of child's finished product.
		1. Given a set of coins, the student will be able to identify each coin with 100% accuracy. (Inductive, cognitive, psychomotor). 2. Given a set of coins, the student will name the value in cents, of each coin with 100% accuracy. (Inductive, cognitive, psychomotor). 3. Given a set of coins not exceeding 99¢, the student will be able to add the total sum with 80% accuracy. (Inductive, cognitive, psychomotor).	1. Each child is given a set of coins consisting of nickles, dimes, pennies, quarters and half dollars. When the teacher calls out the name of a coin, each child will select and hold up the correct coin. 2. Each child is given a set of coins consisting of a penny, a nickle, a dime, a quarter, and a half-dollar. He is given a second set of coins consisting of all pennies. Next to each coin in the first set the child will put an equivalent number of pennies. (i.e. dime = 10 pennies). 3. The teacher will place a numbered envelope, with a pre-determined set of coins inside, on each childs desk. Each child will also be given a paper with numbers that correspond with the envelopes. The child will count the coins, mark the amount on his paper and exchange envelopes with another child. He will continue in this manner until he has counted the coins in all the envelopes	SOCIAL STUDIES Discuss jobs and wages. Need for money to purchase goods. LANGUAGE ARTS - Poem, Money, by Richard Armour.	2. Show film "Using Money Wisely" #1147. Discuss allowances and "Brainstorm" the items for which children might use an allowance, a. If given $1.00 allowance per week, each child is to decide how they would use this money. b. Each child is to select from the "Brainstorm" list several choices. c. The child should arrange his choices in preferential order on a teacher made ditto. d. Discuss choices. e. Reevaluate and make new choices if necessary.	Assorted coins (pennies, nickles, dimes, quarters, half-dollars), small envelope, pencils, paper, dittoed sheet for making responses. FILM - Ones, Tens, and Hundreds.	Observation by teacher. Oral response. Ditto sheet with pictures of various coins and children are to draw equivalent number of pennies. Teacher provided answer key for child to check own answers. If any errors, child is to go back to the envelope in question and recount the coins.
		1. Given a play store, the children will use real coins to buy and sell popcorn. All children will participate. (Inductive, affective, cognitive, sensory, psychomotor).	1. The children will help make popcorn and wrap it in small plastic bags. 2. Using a table, the children will set up a store. 3. Several children will make signs. 4. Children will take turns buying and selling popcorn at 5¢ a bag. 5. The teacher will provide real money for the children to use.	SOCIAL STUDIES Discussion of how stores operate, need for signs, idea of profit, supply and demand, need for stores which sell products, etc. LANGUAGE ARTS - Discussion making signs. ART - Making signs. HEALTH - Popcorn - what is it and is it good for us?	3. Visit a nearby chain store. a. Discuss the problems one encounters if he only has one product for sale. b. What alternatives could there be. (i.e. go out of business, sell more items). c. Discuss alternatives. d. Each child should choose one alternative and tell why he chose it. e. Act out each alternative.	1 or 2 popcorn poppers, popcorn, oil, salt, plastic bags and ties, napkins, manila drawing paper, crayons, pencils, assorted coins.	Informal observation of total activity.
		1. Given a story to read, each child will decide between "saving for a rainy day" (something special) or "saving for s sunny day" (for fun). (Deductive, affective, sensory, cognitive). 2. Given a choice between saving for a "rainy day" or saving for a "sunny day", each child will write about his preference and include his reason for his selection. (Deductive, sensory, affective, cognitive). 3. Given manila drawing paper, each child will illustrate his "rainy day" or "sunny day" bank with 80% of the children completing the tasks included in objective #2 & 3. (Psychomotor, sensory, deductive, affective).	1. Using 2² Scott Foresman Basal reader, the children will read "For A Rainy Day". 2. Discuss what is meant by saving for a "rainy day" and saving for a "sunny day". What are the advantages and disadvantages of both? 3. Each child will choose between having a "rainy day" bank or a "sunny day" bank and write about his selection, giving reasons for his choice. 4. After completion of the written work, each child will be given a sheet of manila drawing paper on which he will draw a picture of his "rainy day" or "sunny day" bank.	READING - Story "For A Rainy Day". LANGUAGE ARTS - Oral discussion, written sentences. ART - Pictures of banks. SOCIAL STUDIES - Film on banking. LANGUAGE ARTS - Read two stories with similar theme.	4. Read, Down, Down the Mountain by Ellis Credle and A Nickle For A Pickle, by Rosalie Lowell. a. Ask children, "Should you save for something special or for fun". It is sometimes necessary to do both? b. Teacher provides, on a 3x5 card, situations appropriate to each alternative for children to dramatize. c. Following dramatization, children are asked to make a choice. d. Discuss choices made and reason for making them e. Ask how many would change their choice	Scott Foresman 2² reader '62 ed. Writing paper, pencils, manila drawing paper, crayons, stapler. FILM - In The Bank & Out. #1055 STORIES - Down, Down The Mountain, by Ellis Credle. A Nickle for a Pickle by Rosalie Lowell.	Oral responses during group discussion. Teacher observation of finished product.
		1. Given several magazines, each child will select pictures that represent to them positive and negative ways of spending money. Each child will select at least 1 picture for each category. (Deductive, psychomotor, affective, sensory.) 2. Given the affect pictures that the child did in objective # 1, each child will be asked to write a sentence telling how he feels about the negative picture, with 80% completing the task. (Affective, cognitive, deductive, psychomotor, sensory).	1. Each child will select pictures, from magazines, which represent what he feels are positive and negative uses of money. 2. After selecting his pictures, the child is to cut them out and paste them on a large sheet of construction paper folded in half with positive on one side and negative on the other. 3. Each child will write a sentence which tells how he feels about his negative picture and his positive picture. He will then cut out his sentences and paste them under the proper heading.	LANGAUGE ARTS Writing sentences to show negative and positive affect. ART - Cutting out and pasteing pictures. SOCIAL STUDIES - Film Using Money Wisely. LANGUAGE ARTS - Read stories related to theme.		Magazines, scissors, paste construction paper, writing paper, pencils, crayons. FILM - Dandy The Dime, James S. Kerr Annes Spending Spree	Informal observation. Observation of finished product.
		1. Given a blabk sheet of paper, each child will draw a whole set of coins. Included in this set is a maximum of 10 sub sets and 1 null set, with 80% of the children completing the task. (Deductive, psychomotor, sensory, cognitive, affective) 2. Given the set he drew in objective #1, each child will write ten addition and ten subtraction problems with 80% completing task. (Cognitive, inductive).	1. On paper, each child will draw a picture of money (showing several different coins). In this whole set they are to have no more than 10 sub sets of coins. (2) On the same paper the child will name the whole set, the sub sets, and 1 null set. (3) On back of the paper which has the set of money each child will make up 10 addition problems and 10 subtraction problems. (Not to exceed combinations of 10) (4). The teacher will check each paper and then let each child make a ditto to be used as a test.	SCIENCE - Discuss sets in terms of the world around us. ART - Draw money set.	5. Under teacher's guidance, children will prepare their own test (made up of addition, and subtraction problems and limited to the number of items in their "money set") Copy it on to a ditto, run it off, give it to the class, and correct it. a. Discuss problems encountered. b. List problems. c. Have each child rank problems starting with most important to least important. d. Ask each child to write what he would do differently if he were to make another test.	Manila drawing paper, crayons, pencils, ditto masters, ditto paper, ditto machine.	The test that each child makes and gives to other children will provide an informal evaluation.

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<td>MATHEMATICS

UNIT TOPIC
MEASUREMENTS

GRADE/AGE LEVEL
SECOND

LENGTH OF UNIT
APPROX.
6 WEEKS</td>
<td>1 - MAN & HIS ASPIRATIONS & FEARS.
The inability to count and make change creates the fear of monetary loss.

2 - MAN & HIS GODS.
Worship needs an understanding of seasons and time. Sometimes other items receive such high priorities that they become idols or "Gods".

3 - MAN & HIS INTIMATES.
Intimates are chosen by a measurement of their worth to an individual's needs.

4 - MAN & HIS SELF-IMAGE.
Self-image is the measure of an individual's feeling of the worth of his personal abilities against the values set by parents and peers.

5 - MAN IN CONFLICT.
Much of life is spent in conflict with time, money, and environment, and calls for a measurement or value judgement for best usage.

6 - MAN & HIS COMMUNITY.
Time is a measurement derived from the rotation of the earth around the sun and a social concept to facilitate our social and industrial civilization. Money is a medium of exchange sometimes used to express worth or value.

7 - MAN IN HIS PHYSICAL ENVIRONMENT.
Linear measure is the system devised to determine the dimensions of various objects. Temperature is a</td>
<td>1 - Given several objects with a straight edge, each student will select one, observe it, and write whether it is longer or shorter than other objects with 80% accuracy. (Cognitive).

2 - Given several objects with straight edges, each student will match and compare them. They will choose the shorter ones and place them in one box with 80% accuracy. (Psychomotor).

3 - Given pieces of chalk, pencils or toothpicks to be used as units of measurement, each student will write or describe the length of specified objects with 80% accuracy. (Cognitive, Psychomotor).

4 - Given a ruler and several objects, each student will measure specified objects to the nearest inch with 80% accuracy. (Cognitive).

5 - Given tagboard, pencil, scissors, and ruler, each student will make scales for the various units of measurement used in class with 80% accuracy. (Affective, Sensory, Psychomotor).

6 - Given a nickel, dime, quarter, half-dollar, and a dollar, each student will designate its worth in cents with 80% accuracy. (Cognitive).

7 - Given pennies, nickels, dimes, half-dollars, and a dollar, each student will write the worth of each coin in relation to other coins with 80% accuracy. (Affective).</td>
<td>1 - Introduce measurement with movie 317 "Measurement".

2 - Use inquiry method to discuss different things we measure, different kinds of instruments used, etc. Work back to linear measure and the meaning of linear.

3 - Have the children read and discuss in groups:
"About Measurement", Pinsky.
"Measurement - How Much? How Many? How Far?" Luce.
"Big and Little, Up and Down" Berkley.
"Long, Short, High, Low, Thin, Wide" Fey.

4 - Select about 12 objects with a straight edge. Hold up 2 and have class tell which is longer or shorter. Try to have class deduce that if A is shorter than B, and B is shorter than C, that A will be shorter than C.

5 - Have children complete ditto sheet: B512 Shorter or Taller.

6 - Pass out several common school items (ruler, paper clip, chalk, 11 inch book, 15 inch strip of paper, 20 inch piece of string, etc.). Have children match items to determine longer or shorter using the chalk and the ruler, as units of measure.

7 - Have children complete orally, Estimation Fun Games.

8 - Using ditto sheet with pair of optical illusions and other pairs of line segments. Have the children estimate which is longer or shorter before using some device for matching determination.

9 - Measure using the Metric System.

10 - Through class discussion, determine straight edges in room, door, windows, desks, floor tiles, books, chalkboard, etc).

11 - Pretend no rulers are available. Discuss how we could measure specific objects. Have children work in teams of 2 or 3. Each team using a different unit of measurement, but all measuring the same items.</td>
<td>LANGUAGE ARTS
Spelling: Add new words to the regular spelling lesson.
Writing: Have the children write the new words for spelling and familiarity.

Have the children copy sentences from the chalkboard using the new words.

Keep a notebook with the measurement vocabulary words.

Have a spelling bee with the vocabulary words.

Word Usage: Discuss the meaning of the measurement words, linear, noontime, quarter, etc. Bring out root words.

Discuss comparative suffixes. Write sentences on the chalkboard (or make ditto sheets) leaving a blank for a word with a comparative suffix. Give the root word at the end of the sentence.

Toward the end of the unit, have the children alphabetize the vocabulary words.

SOCIAL STUDIES:
Enlarge the section of the city map that encloses your school district. Mark the children's houses on it. Discuss in comparative terms where the children live in relation to the school and to each other. (John lives a shorter distance from school than Mary. Susan has the longest walk to school. Wendy lives next (next-door, beside) to George, etc.). Use also for parks, museums, library, etc.

Have the children find out and describe to the class how their parents use measurement in their work. Do this separately for each sub-topic. Make a chart showing lists of all the different usages in each area.</td>
<td>Hypothetical problem

A child opens his bank and finds he has $3.62 in change (3 half dollars, 5 quarters, 5 dimes, 6 nickels, and 7 pennies). He goes to a toy store and finds a toy he wants to buy which costs $1.89. What combination of coins should he use to buy the toy and why?

He has no units of currency that will exactly fit the amount needed. He must choose those coins necessary to make the total needed. He may do this by trial and error, by thinking through possible combinations, by making a grid by placing the number of coins to be used under the values, and by class, group, or individual discussions. He will learn that most problems have more than one solution and that he must recognize as many alternatives as possible. The child's alternatives are listed in the grid below.

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<tr><td></td><td>5</td><td>3</td><td>6</td><td>4</td></tr>
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</td>
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"Let's Think About Time", Jane Hart, Hart Publishers, New York, 1965.

"Long, Short, High, Low, Thin, Wide", James T. Fey, Thomas Y. Crowell Co., 1971.

"Mathematics 2 Sets, Numbers, Numerals", Laidlaw Brothers, River Forest, Illinois, 1968, p. 176-196.

"Measurement - How Much? How Many? How Far?" Marnie Luce, Lerner Publications, Minneapolis, 1967.

"Models for Teaching K-3", Croft Teacher's Service, New London, December 1972, March 1973.</td>
<td>1. Written objective test.
The teacher will hold up two items at a time marked A and B answering the question of which one has the longer or shorter straight edge.

2. Written objective test.
Follow procedure for evaluation 1 except give the items to the students to handle and have them write only the letter on the longer item.

3. Written objective test.
Give each student a piece of tagboard of a specified length. Have them measure the length of their spelling books, etc., and write the answer in terms of the tagboard.

4. Written and oral objective tests.
Give each child a primary ruler and a 12 x 18 ditto sheets with lines of various length. Have each child write the length of the line to the nearest inch.

5. Craft project.
Give each child several pieces of tagboard representing different units of measurement. Also give them a different colored paper for each unit as well as a sheet for backing. Have the children cut units from the colored papers and paste them on the backing showing that 2 red units equal 1 green unit, etc.

6. Written objective test.
Give each child a ditto sheet with pictures of a half-dollar, quarter, dime, nickel, and penny. The child will write its value in cents.

7. Written objective test.
Give each child a ditto sheet with pictures of a half-dollar, quarter, dime, nickel, and a penny on it. Leave blanks for the child to write the number of the units needed to make its value.

(50¢) 25¢ 10¢ 5¢ 1¢

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS UNIT TOPIC MEASUREMENTS GRADE/AGE LEVEL SECOND LENGTH OF UNIT APPROX. 6 WEEKS	system used to measure the amount of heat. 8 - MAN AT PLAY. Measurement is present in nearly all forms of play. 9 - MAN AS CREATOR & EXPLORER. Man is creative in all forms of measurement, devising and discovering ways to measure without the traditional means. 10- MAN AT WORK. Man's work encompasses all forms of measurement: time, money, calendar, temperature, linear and liquid measure. 11- MAN AT WORK. Liquid measure is a system devised to determine the amount (volume) of items on a fluid (non-rigid) form.	8 - Given the cost of several items, each student will select the coins necessary to pay for each item with 80% accuracy. (Cognitive, Sensory, Psychomotor). 9 - Given an amount of money and the cost of an item, each student will demonstrate the ability to make change with 80% accuracy. (Cognitive, Affective, Sensory, Psychomotor). 10 - Given terms, such as before lunch, noontime, morning, etc., each student will make general statements relating time to events in daily usage with 80% accuracy. (Cognitive). 11 - Given several clock settings, the student will list the activity we do at that time, i.e., 8:45, begin school; 11:30, noon dismissal, etc., with 80% accuracy. (Cognitive). 12 - Given a sheet with clock faces some of which have hands and some of which do not, but have the time written under it, each student will write the time or draw in the hands with 85% accuracy. (Cognitive, Sensory, Psychomotor). 13 - Given a sheet with clock faces marked with hands, each student will write the time to the quarter-hour, five minutes and nearest minute with 80% accuracy. (Cognitive, Sensory, Psychomotor). 14 - Given specific activities and holidays, each student will tell on which day, or in which month they fall (gym on Friday, Christmas in December, etc.) with 80% accuracy. (Cognitive).	12 - Read and discuss "How Much - How Many", Freestrom and Osterbergen. 13 - Select some small objects. Have children use these to measure their spelling books, desks, shoes, hand span, etc. (Use chalk, paper strip, pencil, etc.). 14 - Review ruler markings and usage. On 8½ x 11 drawing paper have the children mark each inch across the top and bottom of the sheet. Draw lines connecting the dots. Turn the paper and repeat the operation dividing the paper into 1 inch squares. Label the vertical lines A, B, C, and the horizontal lines 1, 2, 3. 15 - Use ditto sheet: B325 Pretend this is a ruler and have children measure specific items. 16 - Let the children measure to the nearest inch the objects that they measured in previous projects. 17 - Have children complete and discuss ditto sheets: B326 Let's Measure Some Things. 18 (a) Have children draw lines of specified lengths on paper. (b) Have the children measure and write the lengths of lines drawn on paper. 19 - Discuss and complete ditto sheet: B327 Let's Learn Some Things About Measuring. 20 - Play through the Day Game. 21 - Give the children colored paper and various objects to be used as units of measurement. Let them make rulers for the various units. 22 - Class discussion of money. Determine how many children know the value of coins. Give a brief history of money. Review value of coins in terms of "cents". 22 (a) Show movie: 27B "Addition For Beginners". 23 - Demonstration: Pennies, nickels, dimes, quarters, half-dollars, and one dollar bill. Show how many of each type of coin equals one dollar. 24 - Class discussion on coins. Compare value of different coins. 25 - Use, discuss and correct ditto sheets: B351 "Buying Toys". B355 "Three Ways To Make Ten Cents". B356 "Some Ways To Make Twenty-five Cents". B357 "Five Ways To Make Fifty Cents". B358 "Some Ways To Make One Dollar". B368 "Money Puzzle". 26 - Make and use a money line. 27 - Give toy coins to each child. Let them put them together to make equivalent values. 28 - Using ditto sheets, have children make charts similar to those on page 186, Mathematics 2, Laidlaw Brothers, 1968. 29 - View and Discuss Movie: 336 "Subtraction Is Easy". 30 - Make a play store. Use empty cartons, cans, classroom games and puzzles for merchandise. Let the children shop with the toy money.	SCIENCE Compare the English and metric systems of linear measure. Use 2½ centimeters per inch rather than 2.54. Measure lines in inches and centimeters. Make a month's weather chart by recording the daily temperature and weather. Collect rain in a can placed outside a window. Measure the depth of the water to determine rainfall or measure after one hour to determine the rainfall per hour. ART: Draw pictures for various temperature settings and seasons. (Draw a picture of what you would be doing if the temperature were 80°). Draw pictures to illustrate some of the vocabulary words (beside, under, over, etc.).	This problem doesn't pose any serious consequences, but the child might wish to get rid of the larger coins to make the load in his pocket lighter and to lessen the danger of losing a greater amount of money. He may choose to get rid of as many coins as possible believing that the danger of loss is less with fewer coins. He might decide on the fastest way to count his change or perhaps the method by which he feels most comfortable and secure so that he would not be embarrassed or give too much money. The teacher could learn his reasoning by talking with the student. The child evaluates the different reasons before making his choice, He then declares his choice and reasoning to the teacher. He will see that most problems have alternatives and each must be studied for its merits and demerits in order to make a wise decision. This child has decided to get rid of as many coins as possible to lessen the risk of loss (5 quarters, 3 dimes, 6 nickels, 4 pennies). Have a class discussion of the alternatives and consequences. The child listens and defends his choice. Perhaps someone points out that the clerk will be very annoyed to have to wait while he counts out his change. Having heard any new consequences given by the class, the child must re-evaluate his alternatives in the light of the new consequences. He then tells the teacher his final decision and the reason for it. In this case the child changed his decision because he was more afraid of angering the clerk than of losing money.	"Of Time & The Calendar", Elisabeth Achelis, Hermitage House, New York, 1955. "Scarecrow Clock", George Mendoza, Holt, Rinehart and Winston, New York, 1971 "Seven Days From Sunday", Tom Galt, Thomas Crowell, New York 1956. "Story of Clocks", Terry Maloney, Sterling Publishers, New York, 1960. "Story of Money", A.W. Quiggen, Metheun & Co. London, 1963. "Story of Our Calendar", Ruth Brindze, Vanguard Press, New York, 1949. "Teaching Elementary Mathematics for Understanding", Marks, Purdy, Kinney, McGraw-Hill, N.Y. 1965, p. 140-142. "Teacher Tips For All Grades", Grade Teacher Darien, Connecticut, 1970, p. 14, 25, 37, 40, 43-44. "Things That Measure", P.N. 5., Carona, Prentice Hall, Englewood Cliffs, New Jersey, 1962 "Time For You", Duane Bradley, J.E. Lippincott New York, 1960. "Time In Your Life", Irving Adler, John Day Co., New York 1969. "Time Is When", Beth Youman Gleick, Rand McNalley, New York, 1964 "Understanding Time", Beulah Tannenbaum and Myra Stillman, McGraw-Hill, New York, 1958. "Using Numbers", Laidlaw Brothers, River Forest, Illinois, 1971. Utica Film Exchange, Utica, New York "Science, A Process Approach", Xerox Education Group, Carlstadt, New York, 1970.	8 - Observation and written test. Select several items and place large tags on them designating their cost. Give the children toy coins. Have them select the coins necessary to pay for the object. Check each one or have them write the coin on a piece of paper. 9 - Observation and written test. Tag several items wit large price tags. Give the children toy coins. Tell the children you will buy the item with a one dollar bill. Have them prepare the change. Observe the change they have counted out or have them write the coins on paper. 10 - Observation in daily usage. Observe and listen to children using the terms noontime, before lunch, morning, etc. If necessary, arrange situations where such terms must be used. 11 - Oral and written matching test. Make a list of things that are done at a certain time and a list of clock settings. Have children draw lines from the setting to the activity. 12 - Observation in everyday use. Ask a child to tell the exact time several times each day. Choose different children and times each day. 13 - Written objective test Give each child a sheet with clock faces and have the child write in the time designated on the clock face.

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SUBJECT AREA

MATHEMATICS

UNIT TOPIC
MEASUREMENTS

GRADE/AGE LEVEL
SECOND

LENGTH OF UNIT

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

15 - Given a vocabulary list, the student will demonstrate his understanding of these words by everyday usage with 85% accuracy. (Cognitive).

16 - Given a calendat, each student will demonstrate in writing his ability to identify the days with the numerals by selecting the numeral and telling what day it is with 80% accuracy. (Cognitive, Sensory, Psychomotor).

17 - Given the names of the days and the months, each student will list them in proper sequence with 85% accuracy. (Cognitive, Sensory, Psychomotor).

18 - Given several containers of different shapes, each student will measure and compare which will hold more or less than another with 80% accuracy. (Affective, Sensory, Psychomotor).

19 - Given various amounts of liquid to measure, each student will measure and label them as cup, pint, quart, half-gallon, or gallon with 85% accuracy. (Cognitive, Sensory, Psychomotor).

20 - Given the terms gallon, half-gallon, quart, pint, or cup, each student will write the equivalent terms for each item (gallon-2 half-gallons, 4 quarts, 8 pints, 16 cups) with 80% accuracy. (Cognitive).

21 - Given paper, scissors, paste, etc, each student will construct an equivalency chart for terms in liquid measurement. (Sensory, Psychomotor).

22 - Given a number line with positive and negative numbers, each student will solve and write the answers to a series of addition and subtraction problems with 75% accuracy. (Affective)

23 - Given paper, scissors, crayons and ruler, each student will construct a thermometer with 75% accuracy. (Sensory, Psychomotor).

24 - Given a sheet with drawing of thermometers, each student will read and write the temperature, or read the temperature & mark thermometer with 75% accuracy. (Cognitive, Psy.).

25 - Given a set of word problems, each student will read and solve the problems by writing an open sentence and the answer. (Cognitive, Affective)

LEARNING EXPERIENCES

31 - Play game: 5 Cents for a Cadillac.

32 - Complete ditto sheets using word problems. Have children determine amount of change and what coins should be used.

33 - Have a speaker from a bank to talk about how a bank operates, what happens to the money, how people use a bank.

34 - Take a Field trip to a local bank. Reinforce points made by speaker and observe services given by banks.

35 - Make a play bank. Ditto checks and bank books. Set a schedule of ways the children can earn "money" to deposit in the bank. Have children take turns being the banker for a day. Set time periods when bank is open for deposits and withdrawals. Use checks at play store.

36 - Show and discuss movie, 1146 "Using money Wisely".

37 - Have class discussion concerning time, using inquiry method. Be sure to obtain clock words (minute, second, hour, face, etc.), calendar words (day, week, month, year), words which relate time to events (before, after, noon, lunchtime, morning, afternoon, evening, night, etc.).

38 - Read and discuss,
"Time Is When", Gleick and Youman.
"Let's Talk About Time", Hart

39 - Play game; ask time related questions. "What time do we have reading?" (Morning, before lunch, after recess, etc.). Play often until children grasp the concept.

40 - Plan a discussion on telling time. Give brief history of time. Show pictures of ancient measuring devices: sundial, water clocks, candle clocks, etc.

41 - Communicating 9: Using a Sundial to Describe Shadow Changes.

42 - Use demonstration clock to show hours. Demonstrate hour hand and minute hand and how they work. Let children read various settings.

43 - Read and discuss:
"Let's Think About Time", Hart.
"Time Is When", Gleick and Youman.
"The Scarecrow Clock", Mendoza

44 - Complete ditto sheet: B325 "Writing to 100 By 5's".

45 - Make model clock faces. Give children tagboard, scissors, and templets of faces and hands. Let children trace templets, cut them out, and put them together with a metal clasp. Have the children place the clock face on a marked placer to make the 12 divisions on a clock and use them to identify time for specific activities.

46 - Review: How time is written and the positions of the hands for each hour. Have children write the time as you set it on the demonstration clock.

47 - Complete ditto sheets:
B341, B342 & B343 (Writing Time and Marking Clock Faces).

48 - Have class discussion of various parts of hours.

49 - Review fractions: ½, ¼, 3/4. Use demonstration clock to show minutes and read settings as eight forty-five, quarter to nine, thirty minutes past eight, etc.

50 - Have children use ditto sheets: Clock faces without hands. On the chalkboard write various times in terms of written expression (9:45, 25 after 8, a quarter to 11, etc.). Have the children mark the clock faces on the ditto sheet.

51 - Use and discuss Space/Time Relationships 12: Telling Time.

52 - Re-read and discuss: "Let's Talk About Time", Hart.

53 - Discussion of calendar terms: days, weeks, months, years, and fixed holidays (Christmas) and variables one (Labor Day, Washington's Birthday).

54 - Have the children write the days of the week in order to familiarize them with order and spelling.

55 - Use and correct ditto sheets:
B125 Days of the Week,
B344 Calendar.

56 - Have the children write the months of the year and their abbreviations in order.

57 - Use and discuss ditto sheets:
B126 Months & Abbreviations.
B127 Holidays.
B128 Holidays
B201 Month Crossword Puzzle.

58 - Have children make a calendar for the year. Give each child 12 ditto sheets consisting of a 42 square grid at the bottom. Have the children write the month, the days, and the dates. Let them illustrate each month. Use as a series of 4 to 5 lessons. Bind together.

59 - Use and discuss ditto sheets:
B128 Seasons
B270 Seasons
B271 Seasons
B272 Seasons
B273 Seasons

60 - Using the children's calendars, have them mark the national holidays and their own birthdate in red.

61 - Discuss and determine the children's undrestanding of yesterday, today, tomorrow, earlier, later, etc. Use several periods to review and reinforce concepts for general usage.

62 - Discussion of liquid measurement. Present several numbered containers of different sizes and shapes and let children decide which is larger or smaller in volume. Discuss ways of finding out which would hold more. Discuss how we could judge which would hold more and why. Compare each one with the others.

62 (a) View and discuss movie: 102 "Cooking and Measuring".

63 - Discuss m[illegible]ring 12: Measuring Volume Change or e[illegible] systems, like ours and the metric.

64 - Have children measure various amounts of liquids.

65 - Use and discuss ditto sheets:
B333 Liquid Measure
B334 Liquid Measure.

66 - Have the children make Jello. Use the package directions.

67 - Using Numbers 8, have children do addition of numbers using the number line.

68 - Play game: Numberlines with positive and negative numbers marked on the floor. Children move back and forth along numberlines as positive and negative numbers are added and subtracted.

69 - Complete and discuss ditto sheet:
B274 Thermometers.

70 - Discuss measuring 11: Temperature and Thermometer.

71 - Use and discuss ditto sheets:
B338 Let's Measure Temperature.
B339 Temperature.

72 - Have children draw a picture of a thermometer at 45 degrees.

73 - Have children complete ditto sheets on Word problems.

EVALUATION

14 - Written objective test.
Put the days of the week and the months of the year on the chalkboard. When the teacher calls out the activity or holiday, the child will write the day or month as asked.

Easter Sunday
Labor Day Monday or Sept.
Washington's Birthday, February.

15 - Oral and written objective tests. Place a list of the words to be used on the chalkboard: yesterday, tomorrow, earlier, later, etc. Have the children write or respond orally to sentences like "_____ we went to the park", or "_______ today we had music".

16 - Written objective test.
Give each child a ditto sheet with 3 months on it. Have the children write the day of the week for the dates you call out.

October 23rd - Tuesday
November 22 - Thursday
December 8 - Saturday

17 - Written objective test.
Have the children write the days of the week and the months of the year in proper sequence.

18 - Oral or written test. Hold up two containers of different shapes and size marked A & B. Have the children write or tell the letter of the one which will hold more.

19 - Written objective test. Have colored water measured into various shaped containers. Have the child measure the liquid and write his answers in terms of cup, pint, or quart.

20 - Craft project. Give each child 5 different colored papers and a backing sheet. Pass tagboard templets of a cup, a pint, a quart, a half-gallon, and a gallon. The children will construct an equivalency chart from them.

21 - Written objective test. Give each child a number line with positive and negative integers. Pass ditto sheets or place problems on chalkboard. 4 (-3) - , (-2) - (-6) = - , 8 - (-5) =

22 - Art & project. Have each child draw a thermometer reading 54°.

23 - Written objective test. Give each child a ditto sheet with drawings of thermometers and with the temperature written underneath. Have the children mark the thermometer.

24 - Written objective tests. Give the children ditto sheets with word problems pertaining to the various kinds of measurement.

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SCIENCE **UNIT TOPIC** PREHISTORIC REPTILES - LAND ANIMALS **GRADE/AGE LEVEL** 2nd Grade **LENGTH OF UNIT** 4-6 Weeks Submitted by: Diane Talerico Jones School & Dolores Clayton, Sunset School	MAN IN HIS ASPIRATIONS. MAN & HIS SELF IMAGE MAN IN CONFLICT MAN & HIS COMMUNITY MAN IN HIS PHYSICAL ENVIRONMENT MAN AS CREATOR & EXPLORER. MAN AT WORK 1 Dinosaurs existed in the Mesozoic Era. MAN & HIS SELF IMAGE MAN IN CONFLICT. MAN IN HIS PHYSICAL ENVIRONMENT 2 Dinosaurs were giant lizard-like reptiles whose body temperatures were regulated by the air and water surrounding them MAN IN HIS SELF IMAGE MAN IN HIS PHYSICAL ENVIRONMENT, MAN IN CONFLICT, MAN IN HIS COMMUNITY MAN AT WORK MAN AS CREATOR & EXPLORER 3 Dinosaurs ranged in a variety of sizes MAN IN HIS SELF-IMAGE MAN IN CONFLICT MAN IN HIS PHYSICAL ENVIRONMENT MAN AT WORK 4 Three groups of land dinosaurs armored, plate bearing and horned dinousaurs MAN & HIS SELF-IMAGE MAN IN CONFLICT, MAN & HIS COMMUNITY, MAN & HIS PHYSICAL ENVIRONMENT, MAN AT WORK 5. Dinosaurs could be meat-eating or plant eating animals MAN & HIS COMMUNITY, MAN & HIS SELF-IMAGE MAN & HIS PHYSICAL ENVIRONMENT, MAN AT WORK, MAN IN CONFLICT. 6. Dinosaurs disappeared as other animals appeared.	I Cognitive Given a list of words that represent the different areas in the earth s history, each child will be able to select the era in which prehistoric animals lived II Cognitive affective Given the words reptile and amphibian each student is to make a list comparing reptiles and amphibians showing how the reptiles had more advantage than the amphibians 2 Cognitive - Given the word dinosaur, each student will describe orally 5 of the general characteristics of dinosaurs of the Mesozoic Era III Cognitive Given a list of the names of dinosaurs, each student will arrange them in sequential order, from largest to smallest. IV Psychomotor - Given a picture of an armored dinosaur and some clay, each student will design a dinosaur showing the three most common characteristics of all armored dinosaurs 2 Psychomotor cognitive Given a picture of a plate bearing dinosaur and some clay, each student will design a dinosaur showing the 3 most common characteristics of all plate-bearing dinosaurs. 3 Cognitive - Given a picture of a horned dinosaur each child will orally describe e most common characteristics of all horned dinosaurs. 4. Given a chart of land dinosaurs, each student will be able to distingusih between the plate-bearing, horned and armored dinosaur V. Cognitive - Given 5-10 dinosaurs' names, each student will classify them in groups of plant-eating, or meat-eating dinosaurs. VI. Affective - Given the problem as to why there are no dinosaurs today, each student will list two reasons why he thinks dinosaurs became extinct.	I. (a) Reading a book on dinosaurs (b) Read book on mammals (c) Make diorama of era (d) Locate dinosaur era on a chart of eras of earth s ages (e) Design stages of how reptiles evolved (f) Mural of Mesozic Era II (a) Read book on mammals and dinosaurs (b) Make chart comparing advantages of reptiles and amphibians 2 (a) Read book on dinosaurs. (b) Make chart of characteristics III. (a) Read book (b) Bring models of dinosaurs (c) Teacher made bulletin board comparing dinosaur to modern day objects in their environment (d) Flannel board cut out activities (e) Electric board match game IV. (a) Make booklet of each different dinosaur and label (b) Make clay models (c) Label bulletin board. (d) Design dinosaurs from each group in clay. (e) Make a mural of scene depicting 3 different types of dinosaurs IV. (a) Mural of meat eating attacking plant eating dinosaur (b) Diorama. (c) Models of each dinosaur on bulletin board. (d) Models of each dinosaur. (e) Collect pictures. (f) Continue booklet on dinosaurs. VI. Draw a picture illustrati one reason for dinosaur extinction (b) Read about extinction.	I Reading, Art, Language Arts. II (1) Reading, Art Language Arts. (2) Reading, Language Arts. III (1) Math Art Reading Language Art Social Studies IV Reading, Art Language Art Science visual discrimination motor coordination, memory V. Reading, Art Language Art Social Studies (environment) VI Art, Reading	2 Value Clarification Situation I If you had your choice of living as a dinosaur during the Mesozic Era, would you choose to be a horned plant eating plate bearing or meat eating dinosaur? II They choose between Tryrannsaurus, Brontosaurus and Triceratops (Arguments) III. Tryrannosaurus Rex was a meat eater, king but can run out of meat Brontosaurus was large plant eating slow on land unable to escape larger dinosaurs. Tryceratops small plant-eater with 3 horns Could fight larger dinosaurs Would not need to consume as much food as others IV Each child will tell his choice of dinosaurs and reason for choice V. Tryrannosaurus Rex could possibly run out of meat but yet he was a large dinosaur. Brontosaurus may have been large but very slow on land Hard for him to defend himself Possibly that he could run out of food. Triceratops was a smaller plant eater, so could survive longer Because of his horns he could defend himself from larger dinosaurs (Child will role play one of the above three, giving his reasons why) VI If all plants were to disappear, the dinosaurs would be forced to move into the water Tyrannasaurus Rex would find food in water and could enter much deeper waters because of his size Triceratops would not be able to move far into water because of the shortness of his legs Brontosaurus would wade deeper into water but because of his weight could not maneuver as well from enemies **REASONING SKILLS**: Objective III 1 Teacher made bulletin board comparing dinosaurs to modern day objects Classifying Reasoning A Recognizes implicational reasoning Recognizes series 2 Flannel board activity where children place dinosaurs figures in sequential order. Classificatory Reasoning A Produces hierarchial classificatory scheme 3 Bring models of dinosaurs. Classificatory Reasoning A. Recognizes classification scheme 4 Electric board match game Classificatory Reasoning A Recognizes hierarchial classification schemes. Attention Span. A Development of attentional flexibility. 5. Reading book Attention Span A. Development of selective attention.	BOOKS I & II 1 Giant Animals of Long Ago by Agnes McCarthy 2 In the Time of the Dinosaurs by Williams Wise II 2 & III 3. Dinosaurs, by Golden Press. 4. All About Dinosaurs, by Roy Chapman Andrews IV. 1 2 3 4 5. The True Book of Dinosaurs, by Mary Lou Clark M S 6. Dinosaurs - The Terrible Lizards, by Rosalie Davidson. 7. They Turned to Stone, by Julian May. 8 Dinosaurs, by Herbert S. Zim 9. Tales Told by Fossils by Carroll Lane Fenton V & VI 10. Danny and the Dinosaurs by Syd Hoff 11. Dinosaurs, by Wonder Book 12. The Strange World of Dinosaurs By Dr John Ostron. I & VI 13 The Wonderful World of Prehistoric Animals by Doubleday I-VI MUSEUMS 1- Albany, N Y 2- New York City N Y 3- Prehistoric animals in Richfield Springs I-VI Public Library, Utica N Y	I (a) Each student will write about 5 sentences telling what the Mesozic Era was like (b) Using whatever art medium available, each student will show reptiles in evolution II (a) Each student will write in about 5 sentences the differences between reptiles and amphibians (b) Each student will describe in 5-10 sentences the general characteristics of reptiles of Mesozic Era III (a) Each student using electric board will match picture of dinosaur with its place in sequential order (b) Using flannel board cut outs, each student will place each picture in order of size, largest smallest on board IV (a) Using the three groups of dinosaurs each student will design a dinosaur from each group V. (a) Each student will classify 5-10 names in either plant-eating or meat-eating dinosaurs VI Each student will write in 5-10 sentences his theory on what happened to the dinosaurs based on what the class study has disclosed

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE **UNIT TOPIC** KITES USED IN SCIENCE AND INVENTION **GRADE/AGE LEVEL** 2nd Grade 7 8 Year olds **LENGTH OF UNIT** 10 Weeks Submitted by Doreen Miecykowski, Conkling School Pauline Grestle, Mary School Giovanna Marchetta, Jean Vallieries, Marguerite Graystone Columbus School	I. MAN AT PLAY. MAN & HIS GODS Concept: Play. Generalizations 1. Man has used kites in play through the ages. 2, Man's environment and culture affect his kite material and play activities. 3. Man has related kites with his gods and celebrations. II, MAN AS EXPLORER AND CREATOR Concept: Man seeks to understand the world he lives in. Generalizations: Through exploration and experimentation, man has discovered that the forces of gravity, lift, thrust, and drag, enable him to fly kites. 2. Through further explanation and increased understanding of how objects fly man has created the science of aerodynamics III MAN AT WORK Scientific explanation and inventions have extended the scope of man's work IV MAN IN CONFLICT Fear of natural forces Generalizations 1 Man's discoveries have protected him from the forces of nature. (environment) 2 Man's inventions have affected his protection from the natural forces of nature (environment)	I 1 (a) Given a time line (100 year intervals) starting with 500 B C., the student will indicate earliest known use of kites by placing an X at 400 B C (China) (Cognitive) (b) Given drawing paper, paints, crayons, or wire each student will express his interpretation of kite movement. (Sensory, psycho motor affective) 2. (a) Given a list of materials, palm leaves, stone, iron, paper, canvas, plastic, silver, the student will place an X after each material used for kites. (Cognitive). (b) Given a list of materials, palm leaves, stone, iron, paper, canvas, plastic, etc., the student will choose one and write a story to tell why and how he would make a kite of the chosen material. (Affective) 3. Given the stories of the Pacific Islands people and the Chinese New Year Celebration, each student will give his own oral explanation of how kites were related to their gods and/or their celebration II 1 (a) Given demonstrations of the forces involved in kite flying the student will identify each (Cognitive) (b) When weather is appropriate students will attempt to fly kites outdoors and volunteer ideas as to why or why not kites fly (Affective psychomotor) 2 Given the word, aerodynamics, student will define the word. (Cognitive) III 1 After reading a story about how a kite was used to build the suspension bridge at Niagara River the student will discuss the story (Affective). 2. Given a list, the child will indicate which objects were used and which objects were not used in building a bridge. (Cognitive). 3 In a group discussion, the child will decide why the kite was important in	I 1. (a) Read history of kites to class. Discuss with class to establish idea of long past eras (b) Reread history of kites. Discuss with class the various materials used for kites. List on chalk board. 2 Each student will write a story to tell why and how he would make a kite of the chosen material 3. (a) Read stories relating kites to gods celebrations, (China) (b) Each child will orally state his explanation of how kites were related to gods and/or celebrations. (c) Celebrate Kite Day after the example of the Oriental Nations on May 5th Children will make kites shaped like fish, dragons, birds, etc 1. (a) Each student will drop articles of various weights from a suspended position on to a mat observing the direction and speed at which each falls Given a kite outdoors or in a long hallway the student will run with a kite observing that air pushes on the underside of the kite and lifts it Given an electric fan and hanging cloth, student will demonstrate that wind acts as a horizontal force on the kite and causes it to move forward. (Thrust). Given a balloon attached to a string, students will observe the downward drag on the ballon when they pull on the string (b) When weather is appropriate, class will go outdoors to fly kites 2. Students will listen to stories about the invention of the airplane and rockets and discuss them in relation to gravity, lift thrust and drag III. 1. Using crayons and drawing paper, each child will illustrate the story 1. (a) Make kites to show wind velocity 2. Man made objects put in	I READING Listening and retention 1 Read story of history of kites in class LANGUAGE ARTS 1 Oral expression Discussion of the kites of the past SOCIAL STUDIES HISTORY 1 Discussion of history of kites MATH 1 Concept of time line SOCIAL STUDIES LANGUAGE ARTS 2 Oral expression discussion of various materials used in making kites LANGUAGE ARTS ENGLISH 3 (a) Written Expression writing story to tell students choice of kites. READING (b) Listening retention Read stories relating kites to gods/celebrations (c) LABGUAGE ARTS Oral expression Each child's explanation of how kites were related to gods/celebrations II 1 LANGUAGE ARTS Students will make up stories about themselves and kite flying "The Kite That Would Not Fly", "How I Flew a Kite" Read poem about wind and kites List words dealing with atmosphere Make up poems about kites, winds, etc. ARITHMETIC Construct individual kites, measuring, cutting, and assembling parts. MUSIC Songs about wind and kites create own body movements related to being "blown in the wind" SOCIAL STUDIES Make a study of kinds of kites used in different countries 2 Using word, "aerodynamics" have children find and make as many little words as they can (Contest) III 1 .LANGUAGE ARTS Oral expression	VALUE DEVELOPMENT Step 1 Recognizes the need for choice Each student will express his preference when given his choice of activities in preparation for a play about Benjamin Franklin and his kite experiment Example Making scenery, playing a character, constructing equipment. Step 2 Generate an Alternative. Student will recognize that man had the alternative of using the kite solely as a plaything or applying his ability to observe and experiment with kites to expand his scientific knowledge. Step 3 Predict Consequences. Students will engage in a class discussion volunteering ideas conveying what life might be like today if man had limited his use of the kite solely as a plaything Step 4 Best Choice Students will conduct a poll interviewing each student to determine which in his opinion was the greatest invention or discovery described in the unit Students will then tabulate the results to determine concensus of opinions Step 5 Internalize. (Do you see an improvement?) Following the poll each student will defend his choice verbally role playing as an interviewer or a T V program. Step 6 What new information could I give the student to reinforce what he has already been taught? Man is still combatting the destructive forces of nature (floods hurricanes forest fires tornadoes etc) Students will individually or in groups develop solutions to these problems using drawings oral reports own inventions etc)	I Story Books High Flying Kites, John Peterson, Scholastic Book Serv 1969 May Graystone Story of the Kite, Harry E Neal, Columbus Vanguard Press 1954 Encyclopedia (Field Enterprises Inc. Chicago) Conkling School Library. Childcraft 1965 p 103 (Field Enterprises Inc.) The World Book Encyclopedia, 1973 - Vol II, p 267 The Golden Book Encyclopedia, 1973 Columbus, Vol Book 7 & 8 p.763 Audio Visual Movie UT 497 "A Kite Story" Churchill Film (Utica Film Exchange) II 1 "What Is Gravity?" F King, Benefer Press 1960, Conkling The Paper Airplane Book, S Simon, Viking Press 1971. Grade Teacher, 3/69 (Magazine) Wind, Art and Kites Conkling. Great Big Air Book, Richard Random House 1971 Scarry's Conkling Demonstration at Utica Jr Museum on construction of kites and planes 2 Grade Teacher (Magazine) 3/69 "Wind, Art, Kites" Conkling The Paper Airplane Book, S Simon Viking Press 1971 The Great Big Air Book Rich Scarry's Random House 1971 Conkling III 1 How and Why Library Childcraft Field Enterprises Inc found in Conkling School Library. How We Get Things, No 7, pg 86 2. The First Book of Weather Franklin Watts, NYC 1956 Wyler & Myers Columbus 3 What Will The Weather Be? Albert Whitman & Co., NYC 1970, Barr & Chapin 4 Kites Downer, Marion "Story of the Kite", How To Make Them & History. Columbus.	The following evaluation is used throughout the entire unit to provide continuous evaluation I. Knowledge and Understanding 1 Assessing accuracy of time lines 2 Identifying Forces (Gravity, lift, thrust drag) when demonstrated by teacher. 3 Demonstrating understanding of topics chosen for written work. II, Attitudes and Appreciation (through teacher obervation). 1 Cooperation with others 2 Sharing materials. 3 Listening to others 4 Volunteering ideas and information. 5 Taking responsibility for completion of assignment. 6 Engages in related activities beyond what is required 7 Through valuing demonstrate appreciation of man's efforts in science III Skills and Abilities Evaluated both by teacher and child by observation by comparison with former effort by child's interest in it Examples of skills and abilities to be evaluated 1 To think through and plan work 2 To help develop ability in writing 3 To increase vocabulary 4 To learn how to work in groups 5 To count measure and estimate 6 To create 7 To use oral language discussion, dramatization stories and relating experiences 8 To carry out instructions 9 To listen and follow instructions 10 To evaluate own work 11 To understand

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

WATER, NECESSARY TO ALL LIFE ON EARTH

GRADE/AGE LEVEL

2nd Grade

LENGTH OF UNIT

6-8 Weeks

Submitted by

Thelma Boesch,
Ann DiNicola,

Kemble School

CONCEPTS & GENERALIZATIONS

MAN & HIS ASPIRATIONS & FEARS

All living things require water so man seeks sources of water for life, work, recreation, etc. He fears the lack of water from droughts and on deserts, too much water from hurricanes, tidal waves and flooding, and also drowning.

MAN & HIS GODS

Man has at times in his history set up natural needs as Gods, and as such he has worshipped water (Rain Gods, etc.)

MAN AND HIS INTIMATES

The availability of water and the area in which it is determines one's intimates (i.e., plains states, farmers, seashore, fishermen). In modern civilization socioeconomic levels and the desire for water recreational facilities may be a factor in determining friends and companions.

MAN & HIS SELF-IMAGE

Man's self-image is linked to a feeling of well-being, cleanliness, and health, all of which are dependent on a good water supply. Status in today's world may also depend on water-related objects and activities.

MAN IN CONFLICT

Conflict may develop from too much or too little water as well as for territory enriched by water.

MAN & HIS COMMUNITY

Communities develop by plentiful water supplies. Since humans need clean, germ-free water daily, cities sometimes need to treat water to make it safe.

MAN IN HIS PHYSICAL ENVIRONMENT

The earth has a plentiful supply of water, but most of it is salty. Water rises from the earth as water vapor and returns as condensation. Some places have too little water (deserts and drought areas) and some have too much (rain forests, swamps, and flood areas).

MAN AT WORK

Water is essential for an industrialized society. It is used for energy, transportation, irrigation, cooling, and in many other ways. Pollution for industry is reducing the amount of useable water. Conservation is a necessity.

MAN AS CREATOR & EXPLORER

Waterways (rivers, streams, lakes, etc.) have always been natural pathways for exploration.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1. Cognitive - Given a map with a color key, the child should be able to interpret the map and indicate salt and fresh water.

2. Cognitive - Given a blank map of the United States, the child should be able to locate and color the Great Lakes and the Great Salt Lake.

3. Cognitive - Given a diagram of the water cycle, the child should be able to tell orally what it means, explaining that the arrows and labels do not exist but are used to show graphically what happens.

4. Cognitive - Given a cross sectional water seepage diagram, the child should be able to show understanding by telling that the diagram shows what it looks like under the ground and what is happening to the water.

5. Cognitive - Given a relatively complicated color keyed (4 colors) resource map of rainfall and plant growth, the child should be able to explain orally the areas of heavy rainfall and dense vegetation, etc.

6. Cognitive - Given a diagram of a water treatment plant purification plant, the child should be able to orally explain the sequence of steps in water treatment.

7. Cognitive - Given the symbols on the weather calendar, the child should be able to interpret the symbols and generalize about the weather for the period used to study the unit.

8. Cognitive - Given new vocabulary terms introduced in the unit (scattered, patch, vapor, dampness, sleet, hail, precipitation, waterfall, power, generator, electricity, machine, soil, desert, cactus, lizard, flood, levee, dike, dam, drought, reservoir, germ, filte, chemical, chlorine, and sewer), the child should be able to use them familiarly and to give them as specific answers to questions.

9. Cognitive - As a result of the listed activities, the student should be able to do the following. The child should be able to contrast the amount of land to water by telling there is more water than land and most of the water is in the oceans.

10. Cognitive - The child should be able to explain that sea water is unsuitable for drinking because of its saltiness.

11. Cognitive - The child should be able to name at least three animals that live in salt water and three that live in fresh water.

12. Affective - The child should be able to give three reasons why it is important to explore the oceans.

13. Cognitive - The child should be able to explain that most lakes and rivers are fresh water, noting the major exception of the Great Salt Lake.

14. Cognitive - The child should be able to answer that fresh water is supplied to the earth as condensate or rain.

15. Cognitive - The child should be able to state that the volume of water on the earth is constant.

16. Cognitive - The child should be able to answer that water rises from the earth as water vapor.

17. Cognitive - The child should be able to answer that water returns to the earth in the form of precipitation.

18. Cognitive - The child should be able to name four forms of precipitations: rain, snow, sleet, hail.

19. Cognitive - The child should be able to name the three states of water and to give an example of each (gas-steam or vapor, liquid-water, solid-ice).

LEARNING EXPERIENCES

The learning experiences follow the format of the text used rather than the objectives as listed. Each objective is covered in the learning experiences.

Introducing the unit. Reserve one section of bulletin board for social studies for the time necessary to complete the unit. Place a world map in the center. Around this place pictures of rivers, streams, lakes, oceans. Also place a picture of the earth from outer space on the board. Explain that the unit will be about water. Discuss the pictures and maps. Have the children generalize the pictures relate to places on the map. Have a child connect a picture to the map by means of yarn.

Film: Lands and Waters of Our Earth, Coronet 809.

Read pages 54-55 in text. Discuss the pictures. Have the children tell their experiences related to water needs: watering plants, being thirsty, camping out, using bottled or boiled water, floods, droughts, swimming.

Have the children play "Let's Imagine". What would it be like if your family had only one canteen full of water for a whole day? What could you do with it? What couldn't you do?

Make a list on the chalkboard of all the ways the children used water the previous day. Ask why do we study water. Draw the inference that while we take it for granted, it is more important than we realize.

Film: How Water Helps Us. Coronet 563

Record: Cool Water.

Bean Seed Experiment. Place about 20 bean seeds in sterile soil in egg cartons. Keep well moistened. Remove one daily to show germination. Plant another 20 in Dixie cups to show root development and growth.

Film Strip: How Seeds Sprout and Grow. Encycylopedia Britannica, 9434-C-SI

Make a daily weather calendar. Use the symbol, rain, snow, sleet, sunny, partly cloudy and cloudy. Keep a record of the weather during the study of the unit.

Ask "How does it feel to be thirsty? Do animals get thirsty? Plants? Have the children tell their experiences.

Ask "Where does water come from? Get the children's responses. If someone says, "The faucet.", ask, "Where does that water come from? Discuss.

Bring in the globe. Explain the blue areas represent water. Have the children generalize there is more water than earth. Demonstrate how the globe compares with the pictures from space.

Point out the large ocean areas on the globe. Have children who have been to the seashore tell of their experiences. Talk about undersea exploration. Have children tell about any movies or TV shows they have seen.

Film strip: Some Water Animals. Encyclopedia Britannica 9416 C-SI

Ask why we explore the ocean. Try to get reasons like a source of food and fuel, to study marine flora and fauna, to look for sunken ships and treasures, etc.

Film: Exploring the Ocean. Churchill Films, 325

Poem: The Tide by Marjorie Wilson.

Ask why ocean water isn't used for more projects, if anyone has tasted sea water, can we drink it. Discuss salinity and emphasize that drinking salty water makes us ill.

Discuss what would happen if we washed our clothes or cars in sea water. (Salt residue in clothing and erosion on the cars)

Prepare a salt water solution. Pour into petrie dishes and place the dishes on a shelf to evaporate. Examine the salt residue. Explain that men are working on desalting processes, but they are much too expensive right now.

2. Use map page 58. Explain color key. Turn to map page 14-15. Tell children to remember the color key. Have one child read the names of the salt water bodies and another read the name of the fresh water bodies. Introduce geographical terms like shoreline, gulf, border, bay and island. Explain the Great Lakes are the largest bodies of fresh water in the world and the Great Salt Lake is the largest inland body of salt water in the United States.

2. Use the opaque projector to show the diagram of the formation of the Great Salt Lake (Life Pictorial Atlas of the World p. 115).

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

WATER, NECESSARY TO ALL LIFE ON EARTH

GRADE/AGE LEVEL

2nd Grade

LENGTH OF UNIT

6-8 Weeks

Submitted by

Thelma Boesch,
Ann DiNicola,

Kemble School

CONCEPTS & GENERALIZATIONS

Today we are exploring underground for water sources in arid areas. Man is trying to find new ways to create pure water by refining sea water and by reducing pollutants and by regenerating lakes and streams. Man is also exploring the sea for food and mineral sources, transportation, and under-sea living and working conditions.

MAN AT PLAY

In all ages man has used water as a recreational facility. Today, hunting, fishing, boating, swimming, water-skiing, scuba diving, etc., require more clean water than ever before.

OBJECTIVE, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

20. Cognitive - The child should be able to explain that evaporation means the water is rising in the form of water vapor.

21. Cognitive - The child should be able to explain that condensation means that the water vapor in the air forms into droplets.

22. Cognitive, affective - The child should be able to explain that safe drinking water is clean and germ free and to tell how we make it that way (filtration and chloridation).

23. Cognitive - The child should be able to tell that all living things need water, and to explain that it is necessary to replace water lost by transpiration

24. Cognitive - The child should be able to explain that irrigation means any artificial method of watering plants (watering house plants, sprinkling, etc.)

25. Cognitive, affective - The child should be able to name at least five ways we use water, to work for us, other than drinking, washing, etc.

26. Cognitive - The child should be able to explain that we use water and steam to produce electricity.

27. Cognitive, affective - The child should be able to name at least four ways we use water for recreation.

28. Cognitive - The child should be able to name three non-domestic users of water in a city.

29. Cognitive, affirmative - The child should be able to tell that a swamp or rainforest is a place with too much rainfall.

30. Cognitive, affective - The child should be able to tell that a desert is a place with too little rainfall.

31. Cognitive, affective - The child should be able to explain that the amount of plant and animal life in an area depends on the amount of rainfall.

32. Cognitive - The child should be able to explain how man controls flooding (dikes & levees)

33. Cognitive - The child should be able to explain how a drought is caused (much less rainfall than usual).

34. Affective - The child should be able to identify two major causes of water pollution (industrial wastes, fertilizers, pesticides, over population, etc.).

35. Affective, cognitive - The child should be able to explain that erosion means the wearing down of rocks and the carrying away of soil by wind and water.

36. Cognitive, affective - The child should be able to define a reservoir as a sort of man made lake that insures a city of a supply of clean drinking water

37. Cognitive, affective - The child should be able to name the two major factors that threaten our useable water supply (over population and uneven distribution, pollution)

38. Cognitive - The child should be able to name the three things that are necessary for plant life. (air, water, light).

39. Psychomotor - Given a sand table and a bowl like container, the child will construct a simple model of a reservoir into which he will filter water by means of a fish strainer or other type of filter

Reasoning Skills
Objective #2 Given a blank map of the United States, the child should be able to locate and color the Great Lakes and the Great Salt Lake

Activities: Using color key - have child read the names of salt water bodies and fresh water bodies.

Using opaque projector, show diagram of formation of the Great Salt Lake

Classificatory Reasoning:
Horizontal Classification. Recognizes classification schemes. Produces classification scheme.

Spatial Reasoning: (Map reading for location)
Orientation Orients objects in space
Visualization - Recognizes perspective. Uses perspectives

LEARNING EXPERIENCES

2. Poem Sea Shell by Amy Lowell.
Favorite Poems for the Children's Hour, Bouton p. 279.
Have the class collect pictures of salt and fresh water flora and fauna. Let children design their own bulletin board with them.

Film: Wonders in a Country Stream. Churchill Films 916

Filmstrips Learning About Amphibians. Encyclopedia Brittannica, 9413 C-SI.
Discuss transportation on sea and fresh water.

Read pages 59-61 in text. Let children discuss their experiences with rain and fog. Discuss rainbows and how light is separated to make it. Use a prism to demonstrate.

Films Rainshower and One Rainy Day. Churchill Films 1130, Coronet 252.

Find short poems on rain or fog. Read to the class. Encourage the children to write their own poems. (Dragon Smoke, Rain, Rain Music, etc.).

Discuss fact we know rain comes from clouds. Where do clouds come from? Read pages 60-61 in text. Check comprehension by asking what clouds are made of, where ground water goes, what is water vapor, and where the water in the clouds goes. Tell children this is the "Water Cycle".

Read Where Is Water? (pages 214-219, How It Is Nowadays, Ginn 360). Make ditto of page 87 in Skills Handbook.

Poem: The Cloud by Percy Bysshe Shelley. Favorite Poems for the Children's Hour, p 26
Film: What Makes Rain? and Water, Water, Everywhere. McGraw Hill 293 & Coronet 1121.

Explain the water cycle using acetate sheets on the overhead projector. Be sure children understand that the arrows are nonexistent and are only drawn to illustrate what is happening. Explain transpiration in plants and animals.

Experiment: Heat water in a teakettle. Hold a chilled clear glass or bottle over the spout to collect the steam. The steam will condense and run down the sides.

Film: Weather for Beginners. Have a local TV weatherman in to talk to the class

Discuss form of water (gas, liquid, and solid). Explain that precipitation has several forms too (snow, hail, rain, sleet).

Films: Water and What It Does and Treasures in the Snow, Moody Institute of Learning.
Talk about cross sectional diagrams. Ask the children to draw a picture of how an orange would look if it were cut in half. Explain that this is what we are doing in the cross-sectional diagram of the earth. Use the overhead projector and acetate sheets to point out the layer of the earth, water seepage, and trapped underground water

Evaporation experiment: Pour water into a Petrie dish and the same amount into a bottle. Let children comment on which will evaporate faster. Observe daily

Condensation experiment: Have one of the pupils exhale several times into a chilled beaker or on a chilled mirror. Let children comment on moisture (transpiration)

Evaporation experiment. Saturate one large ball of cotton with water, another with alcohol. Rub the one with water over the back of the hands of several children and have them blow on it. Do the same with the alcohol. Ask: "Which cooled faster? Why?" Let them smell the alcohol and then close the bottle. Ask if they can still smell the alcohol. Then tell that some of the alcohol has evaporated into the air and we can still smell it. Water has no smell but still evaporates.

Fog Experiment: Pour about 2 inches of hot water into a milk bottle. Wet a handkerchief with ice water and lay it over the bottle so some of the handkerchief extends down into the bottle. Since the warm air in the bottle is wet from the warm water below it, fog will form when the air is cooled by the cold handkerchief. This happens because cold air cannot hold as much moisture as warm air.
Have the children create a cross section of the earth by placing rocks, gravel, sand, and topsoil in a jar.
Have the children write a story about a raindrop and what happens to it from the day it was in the cloud until it comes out of the faucet in a child's glass
Discuss early civilizations. Generalize how people always located around a source of water. Discuss Indians and rain gods. Discuss other water Gods and water witches, etc.
Talk about wells and how they work. Use a transparency on the overhead projector to show water seepage. Show how water filters through the earth and is trapped. How did this extend civilization? Is the water clean and fresh?

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

WATER, NECESSARY TO ALL LIFE ON EARTH

GRADE/AGE LEVEL

2nd Grade

LENGTH OF UNIT

6-8 Weeks

Submitted by:

Thelma Boesch,
Ann DiNicola.

Kemble School

LEARNING EXPERIENCES

Introduce the word irrigation. Ask what it means. Explain irrigation is any form of watering plants artificially, even watering house plants and sprinkling the lawn. Usually we think of it in terms of watering fields or orchards.

Film: Working Water. Bailey Film Service 1242.
Irrigation Farming. E B 535
The Story of Rice. E B 640.
Film strip: Plant Needs E B 9416 C SI

Plant need experiment: Start with five plants. Water one daily with salt water. Water the second several times a day. Place a box over the third to keep out the light. Do not water the fourth at all. Water the fifth plant only once a day. Observe what happens.

Explain that water power means the water has the power to move something. Talk about the water wheel. See if children have any idea how one was used. Explain the water wheel and how it moves other parts of a machine to make them work. (generator, grist mill, etc.)

Film: Water Power (EB 563) and We Use Power (CHF 326).

Use opaque projector and show Magic of Water, chapter 4. Have materials on resource table for children to build a small wheel. Use it under a hose or faucet to show power. Use an erector set to show this can turn other wheels.

Take children on trip to Nine Mile Point near Oswego to see model of an atomic power plant.

Ask the children to name places in a city where water is used. Make sure they name some non domestic users like public buildings, fire departments, public works, and industry.

Have the children name ways water is fun, swimming, boating, water skiing, surfing, fishing. Talk about water safety. Make a list on chalkboard of children's rules for water safety.

Have a speaker on water safety. Compare the children's list of rules with his.

Show pictures of beaches, lakes, etc. to emphasize the beauty and pleasure of water in just looking.

Power of steam experiment: Place water in a sauce pan with a lid. Bring to a boil. The rising steam will make the lid rattle and bounce showing its power.

Help the children name some industries that use water. Some are logging, mining, air conditioning, power and electricity, chemical industries, transportation of people and materials. Show pictures of dams, logging operations, mining and transportation.

Films: Busy Harbor (COR 1059) & The Little Mariner (EB1169)

Talk about rainforests. What would you see and hear? Would it be scary? What would you wear? What animals would be there? Let children guess what they might find.

Film: Animals In the Indian Jungle (EB 236)

Ask the same questions as above about the desert. Discuss why and how this differs from a rainforest.

Films: Life in the Desert (EB 186) & Wonders in the Desert (CHF 917).

Use the opaque projector to show the rainfall map on p. 72 of text. Explain color key. Ask: What color are the areas of heaviest rainfall? The lighest? What percentage of rainfall do we have in Utica? Have the children guess which areas would have the heaviest population, the least. What color would a rainforest be? A desert?

Have the children make a sandbox desert or diorama. Also make a diorama of the rain forest. Bring in cacti and other plants.

(CONTINUED IN NEXT COLUMN).

LEARNING EXPERIENCES

Ask what is meant by erosion. Explain to the children. Mention both wind and water as factors.

Films: Understanding Our Earth and Work of Rivers (EB 5). &
The River (UW 48)

Use a sand box to build dams and levee. Add pieces of vegetation to show how it prevents soil erosion.

Use the sandbox to show drought damage. Use a small fan to blow the sand away. Ask the children which would blow away more quickly - wet or dry soil?

Film strips: Muddy Rain Drops (SVE A430 6C) & Picnic for Dick and His Friends. (SVE A430.3C).

Discussion of floods and how they occur.

Tell the children about Holland, how they use dikes to reclaim land from the sea. Show pictures.

Tell the story of the boy with his finger in the dike.

Let the children compare dikes, levees, and dams from reading in the text.

Explain watersheds and how they prevent flooding as well as conserve water.

Ask what a drought is. What happens to crops? What happens to the land? Discuss. Show pictures.

What does pollution mean? Where have you heard about it? Discuss it with the children. Explain it exists most frequently from overcrowding, industrial wastes, plant fertilizers and pesticides and sewage. Let the children think of other resources which would be depleted by overpopulation (trees, land, food, air).

Discuss the pictures on page 76 and the conservation sentences in the text. Let the children tell how they can help conserve water and keep from polluting it.

Have the children draw anti pollution posters.

Show pictures of plant wastes being dumped into rivers and lakes and the debris pollution.

Discuss conservation of flora and fauna and the ecology balance of nature.

Films: Nature's Half Acre (WDP 246) & The Tree (CHF 1003)
& The Forest Fire (SVE A430 SC)

Discuss dams and reservoirs. Ask what we have in Utica. Do we have laws to protect our water supply? What might they be?

Develop concept of law - not to restrict freedom, but to protect us and our property for the common good.

Discuss water purification. Explain filtration, chloridation and mention floridation. Show transparancy of Chicago purification plant. Tell that this plant services about 4½ million people and over 400 square miles.

Refer to page 80 of the text and show how water is piped into homes.

Have speaker from water department to discuss Utica's water system and sewage treatment.

Make a filter of a funnel, paper towel, and sand. Pour water through it. Tell that the water is clean, but might be unsafe due to germs.

Film: Pipes in the House. (CHF 267).

Schedule trips to water purification plant and sewage disposal plant if possible.

Review.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

POETRY
Language Arts - listening skills, writing skills, verbal imagery. Can also be used as writing lessons - writing, capitalization, punctuation. Eye hand coordination.

ART
Drawing pictures. Making dioramas.

SCIENCE
Observation and classification.

MUSIC
Records may be played anytime a suitable one is found. Can be about rivers, oceans, shores, lakes, boating, skating, water sports, and there are many related to working on the water.

VALUING EXPERIENCES

The necessity for exploration and utilization of the ocean.

The Alternatives:
1. Do nothing, continue as we have been doing.
2. Explore and utilize the ocean.
3. Conserve what resources we have and stay out of the ocean.

Weighing the alternatives:
1. If we do nothing and continue as we have been we will clash with nature and soon run out of resources such as food, water, minerals, etc.

2. If we explore the oceans, we may come up with a desalting process which would mean more fresh water, with new types of food - both plant and animal, with new mineral resources, learn about the aquatic animals with new means of transportation and shipping (undersea), recreational facilities, and the last area of exploration on earth (peace). It has disadvantages in that it is expensive, that we can now use surface shipping and transportation, and it already provides recreational facilities for many people.

3. If we conserve what resources we still have, we will not need to use the seas. This has the drawback of limiting population and industrial growth.

The child chooses one of the alternatives and defends it. He may still change his mind if someone can offer a good reason why he should.

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

WATER, NECESSARY TO ALL LIFE ON EARTH

GRADE/AGE LEVEL

2nd Grade

LENGTH OF UNIT

6-8 Weeks

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Ann DiNicola

Kemble School

RESOURCES & MATERIALS

Films from Utica Educational Film Exchange:
Animals in the Indian Jungle, EB 236.
The Bust Harbor, COR 1059
Exploring the Ocean, CHF 325.
How Water Helps Us, C 807
Irrigation Farming, EB535.
Lands & Waters of Our Earth, C809
Life in the Desert, EB186.
The Little Mariner, EB1169.
Nature's Half Acre, WDP 246
One Rainy Day, C 252.
Pipes in the House, CHF 267
Rainshower, CHF 1130.
The River, UW 48.
The Story of Rice, EB 640
Treasures in the Snow, MIS 263.
The Tree, CHF 1003.
Understanding Our Earth, CW014.
Water and What It Does, EB1016.
Water Power, EB 563.
Water, Water, Everywhere, COR 1121
Weather for Beginners, COR 1119.
We Use Power, CHF 326
What Makes Rain, McGH 293
Wonders in a Country Stream, CHF 916
Wonders in the Desert, CHF 917.
Work of Rivers, EB 5.
Working Water, BFS 1242

MIS Moody Institute of Learning
CHF Churchill films
McH McGraw Hill
BFS Bailey Film Service
EB Encyclopedia Britannica
UW United World
WDP Walt Disney Productions
C Cornet

FILM STRIPS:
Conservation (SVE) T220-1C
How Seeds Sprout and Grow Into Plants, (EB) 9434-C-SI
Learning About Amphibians (EB) 9413C-SI
Muddy Rain Drops (SVE) A430.6C
Picnic for Dick and His Friends (SVE) A430-3C
Plant Needs (EB) 9431C-SI
Some Water Animals (EB) 9416C-SI
Susan and the Forest Fire (SVE)A430-SC
EB Encyclopedia Britannica
SVE Society for Visual Education.

SPEAKERS:
TV Weatherman, Water Department, Water Safety.

BOOKS FOR TEACHER & STUDENTS: TEXT:
Exploring Our Needs, McIntire, Hill Devine, Nonnemacher, Follett Educational Corp., Chicago, 1967.
All Around You, J. Bendick, McGraw Hill, New York, 1960.
Conservation in America, D.C. Hogner, J.B. Lippincott, New York, 1958.

(CONTINUED NEXT COLUMN)

RESOURCES & MATERIALS

Freedom and Plenty, Ours to Have, W S Bronson Harcourt, Brace & Co., New York, 1953.
Gifts From the Forest, G. Wallave Wall, Chas. Scribners' Sons, New York 1958.
The Land Renewed, W R. Van Dorsal & S H Graham, Oxford University Press, 1946.
Let's Find Out About Heat, Weather and Air, Herman and Nina Schneider, Scholastic Book Services, New York, 1974.
Life Pictorial Atlas of the World, Time, Inc., New York, 1961.
The Magic of Water, G. Warren Schleat, Jr., Chas. Scribners' Sons, New York, 1955.
Our Friend, the Forest, P. Lauber, Doubleday & Co., Garden City, 1959.,
Park Ranger, C.B. Colby, Coward-McCann, New York, 1955.
Rocks & Rain and the Rays of the Sun, W. Fox, Henry Walck, New York, 1958.
Saving Wildlife for Tomorrow, S.P. Russell, Melmont Publishers, Chicago, 1963.
Soil Savers, Coward-McCann, New York, 1957.
Water for America, E.H. Graham & W.S. Van Dorsal, Henry Walck, New York, 1956.
Water - Our Most Valuable Resource, I. Green, Coward-McCann, New York, 1956.
Water, Riches or Rain, H. Bauer, Doubleday & Co., Garden City, 1956.
Water Since the World Began, S.A. Lavine & N. Casey, Dodd, Mead & Co., 1965.
The Web of Nature, T.S. Pettit & G. Don Ray, Doubleday & Co., New York, 1960.

BOOKS FOR STUDENTS:

All About The Desert, S.& B. Epstein, Random House, New York, 1957.
At Water's Edge, T. Shannon, Sterling Publishers, New York, 1953.
Clouds, T. McGrath, Melmont Publishers, Chicago, 1959.
Desert Drama, I. Hiser, Abelard-Schumann, New York, 1956.
Elf Owl, Mary & Conrad Buff, Viking Press, New York, 1958.
Do You Know About Water, Mae Blacker, Freeman, Random House, New York, 1970.
Exploring Under the Sea, N. Hinton, Garden City Books, Garden City, 1957.
First Book of Weather, R. Wyler, Franklin Watts, New York, 1958.
Goodbye, Thunderstorm, D. Marino, J.B. Lippincott, Philadelphia, 1958
House From The Sea, A. Goudey, Chas. Scribners' Sons, New York, 1955
Let's Go To the Desert, H.E. Huntinton, Doubleday & Co. New York, 1949
Not Only For Ducks, G.O. Blough, McGraw Hill, New York, 1954
The Real Book About The Sea, S. Epstein & B. Williams, Random House, New York, 1952.
The River's Journey, A.M. Jauss, J.B. Lippencott, Philadelphia, 1957
Sea Shells, R.H. Dudley, Thomas Y. Crowell, New York, 1958.

(CONTINUED NEXT COLUMN)

RESOURCE & MATERIALS

The True Book of Animals of the Sea and Shore, I Podendorf, Children's Press, Chicago, 1954.
The True Book of Deserts, E. Posell, Children's Press, Chicago, 1958.
Walt Disney's Living Desert, J.W. Watson, L.W. Singer, Syracuse, 1958.
Who Built the Dam?, T. Shannon, Sterling Publishers, New York 1953.

OTHER RESOURCES:
Movie Projector
Film Strip Projector
Overhead Projector
Opaque Projector
Prism
Maps
Bean seeds
Blotters
Egg Cartons
Top Soil
Globe
Salt
Petrie Dishes
Bottles
Cotton
Pictures
Alcohol
Poetry Anthologies
Rocks
Gravel
Sand
Sand Box
Plant & tree leaves
Boxes
Sauce Pan & Lid
Magazines
Funnels
Paper Toweling
Boards
Hammer
Erector Set.
Steel rod for axle
Milkbottle
Records

EVALUATION

Subjective oral testing - from class work or individually with children who do not participate well in class.

Using the map (p.58) ask the child to point out the areas of salt water, of fresh water.

Ask the child to interpret the water cycle diagram (p. 62).

Ask the child what a cross-sectional diagram means and have them explain the water seepage diagram. (p. 63.)

Ask the child what different colors on a rainfall map (p. 72) mean and have them point out which would have the most plant life and which, the least.

Ask the child to explain the diagram of the water filtration plant (p. 78-79) and the steps the water goes through to make it clean and safe.

Question the child on weather symbols and ask which kind of weather we had most frequently during the period.

True or False Questions,

The Great Salt Lake is our largest inland body of salt water.
Water vapor is the solid form of water
Precipitation is a form of sleet.
The amount of water on the earth is constant.
We explore the oceans only for sunken treasure.

EVALUATION

There is more fresh water than salt water on earth.
The plants and animals that live in salt water are different from those living in fresh water.
A cloud is made of water vapor.
Ice is a form of water.
In our experiment the water evaporated faster from the saucer than from the bottle.
We only need to filter water to make it safe for drinking.
Water power can produce cheap electrical power.
The desert is a place with too much water.
A flood can damage the land and buildings.
The soil on a farm can blow away during a severe drought.
Water pollution will not hurt the fish and wildlife.
We can do nothing to conserve fresh water.
Utica has three reservoirs.
Chicago gets its water supply from Lake Michigan.
We do not have laws to protect our reserviors.
A dike is used to control rivers.
Many cities are far away from their water supply.
Pipes bring water from the reservior to our homes.
Early settlers built their town and then found a source of water.
A city uses water in many ways other than in people's homes.

Fill in and complete the following:

Name four types of precipitation:
To make electricity, water power is used to turn
Is there more or less water than land?
Name three animals that live in salt water.
Give 3 reasons we are exploring the oceans.
Why is ocean water unfit for drinking?
Name the lake that does not have fresh water.
Our fresh water comes from
Water rises in the form of
Give an example of water as a liquid, solid, gas
To be safe, drinking water must be   and
A place with too little rainfall is a
A place with too much rainfall is a
To water house plants is a form of
Name 5 ways we use water to work for us.
Name 3 ways a city uses water not including home usage.
A drought means too much or too little water.
Name three things necessary for plant growth.
How does man try to control flooding?
What are 2 major causes of pollution?
When water washed the soil from a hill this is called
When humans build lakes to provide clean drinking water, this is called a
Name the 2 major factors that threaten our water supply.
Name 4 ways we use water for recreation.
The formation of water droplets on a cold glass is called
Give a blank map to the child and have them color the Great Salt Lakeblue and the Great Lake Lake green.

SUBJECT AREA

SCIENCE

UNIT TOPIC

THE FIVE SENSES

GRADE/AGE LEVEL

2nd Grade
7-8 year olds

LENGTH OF UNIT

5 Weeks

Submitted by

Jean Owens,
Wendy Wagner,
Mary Miller,
Margaret Lowery,
Michelle Hulbert,

Miller School

CONCEPTS & GENERALIZATIONS

1. MAN & HIS WORLD
2. MAN IN CONFLICT
3. MAN AT PLAY
4. MAN & HIS ENVIRONMENT

1. Enjoyment of life and beauty comes through the senses.

2. If man could not see what would he be missing in his environment?

3. If man could not see what would he be missing in his environment?

4. If man could not taste would he be able to distinguish between different tastes?

5. If man could not smell he would miss the pleasant as well as unpleasant odors around him.

6. The sense of smell is an important alarm system in our body.

7. If man had no sense of touch he would feel no pleasure or pain.

OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1 (a) Affective. Given a poem, the child will be able to identify pleasurable experiences stated in a poem that directly relates to the 5 senses.

(b) Affective. Given a picture of a carnival, the child will be able to describe the enjoyable experiences in the picture that require the use of the 5 senses.

2. (a) Cognitive. Given a model of the eye that includes the iris, the pupil and the lens, the child will be able to identify these parts and recognize their importance to sight.

SPATIAL REASONING
Visualization Recognizing perspective.
1-Recognize the 3D model of the eye. Identify pupil, iris, and lens in appropriate position.
2-Relate the 3D object to actual object - the eye.

2. (b) Cognitive. Given a partner to examine his eyes, the child will be able to distinguish the visible parts of the eye.

2 (c) Psychomotor - Given an obstacle course, with the child blindfolded, the child will be able to discuss the hazards encountered that normally he would avoid because of sight.

3 (a) Cognitive - Given a diagram of an ear that includes outer ear (eardrum, anvil, stirrup and hammer), and middle ear, the child will be able to identify 3 bones of middle ear and eardrum.

(b) Affective - Given a recording of various sounds, child will be able to select those sounds which he found disturbing or soothing.

4. Affective - Given a blindfold and a noseplug, the child will be able to describe the sense of taste he experienced when given various foods to sample.

5 Affective - Given a picture of a street and a circus, the child will be able to point out the pleasant as well as unpleasant odors they would smell.

6. Affective - Given a recording of a family returning to their home giving cries of alarm, the children will be able to discuss possibilities of alarming situations arising from odors in the home.

7. Psychomotor - Given several feel boxes, the child will be able to describe the sensations they felt when touching various textured objects.

LEARNING EXPERIENCES:

1. (a) The children listen to a poem. At the conclusion of the reading, the group discusses each point they recall concerning the five senses.

(b) A picture of a carnival will be displayed in the front of the classroom. Children will have five minutes to examine the picture to find all things related to the 5 senses. At the end of 5 minutes, the group will discuss all pleasurable things they would experience through the five senses.

2. (a) 1- Show transparency of human eye (unlabeled). Together with the class label the parts of the eye. (iris, pupil, lens).
2. Show class a 3D model of the eye. Let them recall what they saw in the transparency and find identical parts in model.
2. (b) 1- Have each child choose a partner. Let them spend 2 minutes looking at each other's eyes to find the visible parts.
2. Show filmstrip about caring for the eye. Discuss when concluded.
2. (c) While children are out of the room, set up an obstacle course. Blindfold them before entering and tell them to beware of the dangers. Tell them to find their ways to a chair and sit down. Discuss the hazards encountered and how it would have been different when they can see. (Psychomotor).
3. (a) 1- Show a transparency of an ear (unlabeled). With class label parts (outer ear, eardrum, anvil, stirrup, hammer and middle ear).
2. Show class model 3D of the ear. Let them recall what they saw in the transparency and find identical parts on model. Show filmstrip and discuss.
3. (b) Teacher will record various sounds around the school. Play them for class and discuss and describe the soothing sounds and the disturbing sounds.
4. Blindfold children 2 at a time and place noseplugs on them. Give them pieces of fruit and vegetables (one at a time). Have them describe what they tasted and then remove plugs and have them compare.
5. Display a picture of a circus and a city street. Give the class 5 minutes to examine for different smells. Discuss the pleasant and unpleasant odors they would experience.
6. The teacher records a short play where a family returning home smells something (not stated on recording) and they become alarmed.

LEARNING EXPERIENCES - CONTINUED:

Then carry on a discussion of possibilities of what odors cause such alarms.

Have children act out similar experiences.

7. Teacher makes feel boxes with various textured objects. Pass several boxes around (numbered 1-6). Have children write down what they think the object is. They can draw a picture of object if they can't spell the word.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

LANGUAGE ARTS
1 (a) Poetry is a form of language arts.

(b) Discussion uses the language experience approach.

SOCIAL STUDIES
A carnival being a part of a students environment relates to social studies.

2. (a) LANGUAGE ARTS
The children will learn to spell iris, pupil, lens, through usage of the model and diagrams.
2. (b) MATH - The shape of the eye, the pupil and the iris and the comparative sizes all relate to math.
2. (c) PHYSICAL EDUCATION - The activity of the obstacle course relates to physical education.

The discussion afterwards creates a language experience approach.

Hazards encountered in everyday living are a part of social studies.
3. (a) Children will draw their view of the ear, thus bringing art into the program.

(b) The recording creates a vital listening experience.
4. The children will relate orally the things they tasted.
5. Social studies deals with environment, of which a circus is an important part - Language experience approach with the discussion.
6. These deal directly with family life and experiences.

The role playing sequence would be a dramatic approach.

The recording creates a listening experience.

VALUING EXPERIENCES

VALUE CLARIFICATION
1. Recognizes need for choice.

Each child will be able to express his feelings in regards to pleasant and unpleasant odors, sounds, tastes, sights and tactile experiences. Children may vary on points of what is pleasing or displeasing to them.

2. Generate alternatives.

During language experiences and discussions, the teacher will make a chart of various responses. Each child will then be able to recognize the various alternative positions of other children.

3. Predict consequences.

In the situation of the recording, (objective 6), the child will be able to predict the possible outcome of leaving odors unattended.

4. Best choice.

The student will be able to choose what he considers to be the best solution to the above situations.

5. Internalization.

In an individual conference, the child will be asked if he feels he has changed his ideas for the better, about the importance of his 5 senses.

6. Re-evaluation.

At this point in the unit the teacher can bring in information relating to various defects in the five senses and the possible consequences which could result.

7. Language is brought in when children describe their experiences.

RESOURCES & MATERIALS

1. (a) Poem - "The Five Senses" anonymous (taken from ditto).
(b) Colored photograph SVE. (Society Visual Education). 1345 Diversey Parkway, Chicago, Ill., 60614.
2. (a) Model - Ideal - 3D Model of eye.
(b) The Human eye - transparency Instructional Material Prod. Services BOCES - Erie.
(c) Various objects in the classroom set in different positions.
3. (a) "The Human Ear", "How We Hear". Instructional Material - Prod. Service, BOCES, Erie.
(b) Model - Ideal 3D Model of ear.
(c) Teacher made recording of various sounds and tape recorder.
4. Blindfold, various fruits and vegetables cut up, 2 or 3 noseplugs.
5. Color print, SVE.
6. Teacher, made/recording of short skit. Tape recorder.
7. Shoe boxes with hole cut in one end.
- Various textured objects in each box. (i.e. sandpaper, fur, jello etc.).

Film Strips and Films used throughout unit.
UTA FILMS (Exchange)
UT 219 Listening.
UT 38 Sheep, Sheep, Sheep.

UTICA EDUCATIONAL FILM
Hear Better Healthy Ears No. 339.
(Miller School Library).
A 65-The Eyes & Their Care, SVE.
A 75 Ears & Hearing, SVE,
World of sight and sounds, SVE
(6 records and filmstrip set).
Learning About Ears, Eyes and Skin, filmstrip series.

BOOKS & TEXTS
Your Eye - Irving Ruth Adler
Your Ears " " "
Taste, Touch & Smell " "
My Hands - Alike
Apartment 7 - Ezra Jack Keats
Understanding Your Senses - Ann & James Gilmore
The Human Ears - Jeanne Benedick
The First Book of the Human Eyes - Gene Liberty
Follow Your Nose - Paul Showers
(Miller School Library).

EVALUATION

1. (a) Through discussion the teacher will evaluate the information the pupils have obtained from the poem.

(b) Same as above.

2. (a) Given a written ditto with a diagram of the eye, the child will label the iris, pupil and lens.

(b) Have children draw a picture of one hazard they encountered while blindfolded.

3. (a) Given written ditto with a diagram of the ear, the child will label the eardrum, anvil, stirrup, hammer and middle ear.

(b) Through discussion and observation of responses after the recording, the teacher will discern what the children have obtained from the lesson.

4. Self-evaluating.

5. Each child will contribute at least one picture (cut from a magazine) that represents an unpleasant odor and a pleasant odor.

6. Through observation of role playing the teacher will be able to observe what each child gained from the experience.

7. Self-evaluating.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** CHILDREN OF CHINA **GRADE/AGE LEVEL** Grade 2 **LENGTH OF UNIT** 5 6 Weeks 3 20 Minute Periods a week Submitted by Estelle Lewek, Lincoln School & Pam Burhyte, Arpina Amiraian, Washington School	MAN & HIS PHYSICAL ENVIRONMENT, WORK, PLAY & COMMUNITY. I. The physical environment influences the following in the life of Chinese children (a) Housing (b) Work (c) Transportation (d) Dress (e) Recreation (f) Food MAN & HIS ASPIRATIONS, GODS, SELF IMAGE. II The changing political environment influences the following in the life of Chinese children (a) Family (b) Religion (c) Customs (d) Holidays (e) Education	1 Cognitive Given a globe and a flat map of Asia, the children will be able to locate the nation of China on both 2. Affective Given a topographical map of China, the children will choose one part of the country they would like to live in and verbally explain their choice to class 3 Psychomotor Given a picture of a geographical area of China, the children will pantomine one occupation prominent to that area for the class 4 Psychomotor Given clay, the children will construct models of five modes of transportation and with yarn match them to the proper geographical location on the map 5 Psychomotor - Given two paper dolls, the children will dress them in outfits particular to an occupation of China and with yarn match each of the two to a geographical area on the map 6 Cognitive When asked to list games typical to Chinese children s play, the students will list verbally three games 7 Psychomotor Given a list of ten Chinese foods the children will choose three items and will prepare them for the class 8 Affective Given a situational clue or prop, the student will assume the character of one member of a Chinese family in a roll playing situation for 1 minute 9. Affective - Given drawing supplies the student will illustrate one thing he felt was significant, unique or important to the Chinese religion 10. Cognitive Given reference materials the student will research and report verbally on one Chinese custom or holiday in at least five sentences 11 Affective Based upon discussion of Chinese schools the student will choose the educational system he prefers and list verbally three reasons for his choice	1 (a) View film #809 "Lands and Waters of Our Earth", which discusses basic geographical features. (b) Begin bulletin boards which will be on going during unit by "blowing up" a map with overhead projector (c) Make salt maps begin live "contour" game, p 63 Spark. 2 (a) View picture set (frames 1 8, 12 17, 44) and discuss various land formations (b) Read and discuss information sheet on "Land of China", "Chinese Villages & Cities of China" 3. (a) Use study print "Children of China" (b) View picture set (frames 7 10, 18 21, 25-33, 37, 38) and discuss land usage as related to occupations. (c) Read informative sheets d. "Farming in China" f. "Craftsmen" e. "Rice For China" and discuss. (d) Discuss communal life today. 4 (a) Discuss Dragon Boat Festival and have children construct and decorate junks (b) View picture set (frames 27 33). (c) Play "Transportation" p. 218 Spark. 5. (a) Divide into groups and brainstorm things needed to visit a particular geographical area. (b) View picture set (c) Make paper sack dolls (d) Make mobile of people representative of different occupations. 6. Play games (Physical Education) 1 Ping pong 2 Tug of War 3 Blind Man s Bluff 4 Three Deep 5. Marbles 6 Baseball 7 Track 7. (a) Review menus from restaurant (b) Compare vegetables to those used here, etc (c) View picture set #30 (d) Discuss early exploration for spices etc , also discuss Marco Polo 8. (a) View picture set (frames 9, 11, 14) (b) Read story "Lee Lan Flies the Dragon Kite". (c) Make puppets and illustrate a story (d) Discuss Informative sheets b, "The Chinese People" & c "Home Life and Food" 9. (a) View picture set (frames 41, 42) (b) Read and discuss informative sheet k, "Religions". 10. (a) View picture set (frames 39 43). (b) Read and discuss Informative sheet j, "Festivals". (d) Sing "A Gust of Fall Wind" 11 (a) Learn Chinese number figures 1 10 (b) Make schedule of school day in China (c) Draw illustrations of building, classrooms, dress activities, etc (d) View picture set (frames 34 36) (e) Read and discuss informative sheet "Education" **REASONING SKILLS:** Given a globe and a flat map of Asia the children will be able to locate the nation of China on both. Activity C - Make salt maps Activity B On going bulletin board. Activity A Film discussing basic geographical features Spatial reasoning 2 Visualization - b uses perspective 1 re produces Patterns of spatial arrangements 1. Orientation - a Orients objects in space	LANGUAGE ARTS (1) After each lesson the class will write an experience chart to summarize the lessons later compile to form individual books. MATHEMATICS (2) Discuss origin and usage of abocus for simple addition and substraction. SCIENCE Using sand table discuss the use of terracing in the conservation of land in China. MATHEMATICS (7) Discuss measurement tsp. tblp cup to later be applied when preparing meals. LANGUAGE ARTS (10) Write proverbs. Discuss availability and use of reference materials in library particular attention will be paid to card catalogue these will be used later for research Introduce and have children repeat from memory several new words in both English and Chinese Write for free materials	VALUE CLARIFICATION, OBJECTIVE # 11. You are going to a Chinese school as a Junior Exchange student and are being asked to share three things you have learned in second grade with the children there. What will they be? Alternatives Some of the possible alternatives are a field trip, an art project, hand writing, a holiday celebration, a song, or a physical education game. Analyzes consequences Some things the children might have to consider Language barrier Interest level Availability of materials. Makes choice The child choses three activities from his own experience and explains his own reasons for his choice Internalizes choice "Roll plays" in dramatizing choice to class demonstrating one of three activities Re evaluates Child re evaluates his choice in light of the consequences of his "roll playing" demonstration	(All) China picture plates #1 48. Informative Classroom Picture Publishers, 1945 Grand Rapids, Mich. (All) China Life in Other Lands Sheets A K, Informative Classroom Picture Publishers, 1945, Cornelia Spencer. 2. SVE Society for Visual Education Inc. 1345 Diversy Parkway, Chicago. Study Print "Children of Asia" Ah Wang of China. 1 Spark Mary M. Roy 1965, Educational Service Inc., P O Box 219 Stevensville, Mich. 49127 8. Lee Lan Flies the Dragon Kite Harcourt, 1962, Ralph Hermanns. 10. Making Music Your Own Silver Burdett, 1968. 11. The Little Apple How China's Kindergartens Grow" Instructor June/July 1974, Instructor Magazine. TEACHER REFERENCES General Come Along To China, T S Denison & Co , Inc. Bathie Stuart 1967 China Herold J. Wiers 1965, The Fideler Co Grand Rapids, Mich The Land and People of China 1965 MacMillan Derek Bryan China Theodore Bradley. Geography China , Robert Clayton Let's Visit China Today John Day Co . N.Y. 1973 Caldwell CHILDRENS BOOKS General Stories from Old China, Edward & Marguerite Dolch, Garrand Publ ,Co. 1964 Champaign, Ill Our Little Friends of China Frances Carpenter, 1937 American Book C, The Chinese Twins, Houghton-Miflin 1935 Luckfitch Perkins Chinese Children, Mabel O Donnell 1951, Row. FREE MATERIALS AVAILABLE Chinese News Service, 1270 6th Avenue, New York, 20, New York U S Dept of State, Public Service Div , Washington, D.C. Correlated Filmstrips from SVE 285 SB "Boys and Girls of Many Lands" (Set of 5)	1 Outline with black crayon the nation of China on the ditto map of Asia. 2. On the outline map color in the area with red crayon that you would choose to live in and give the reasons for your choice on the lines provided below the map 3. Give a 1 minute dramatization of the occupation prominent to the geographical area you receive on a slip of paper. 4 & 5 Prepare a bulletin board to show 5 modes of transportation and their proper geographical location Prepare a bulletin board to show 2 clothing outfits and their proper geographical location 6. Make a list and short description of 3 games Chinese children play. 7. Take part in a class preparation of a meal consisting of three Chinese foods 8 Give a one minute dramatization of a Chinese family built around the prop or situational clue you have been given 9. Make a drawing using any materials you choose of 1 thing you felt was significant unique or important to a Chinese religion 10 Make a written report of at least 5 sentences on 1 Chinese custom or holiday of your choice 11 Give an oral report on the educational system you prefer giving at least 3 reasons for your choice

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC OUR COMMUNITY GRADE/AGE LEVEL 2nd Grade 7-8 Year olds LENGTH OF UNIT 20 Weeks Submitted by: Mary Nassimos, Shirley Markham, Stella Golicki, Roosevelt School & Mary Walsh, Albany School	1. MAN & HIS COMMUNITY The Children's Community - A place where people live, work, grow, play and learn. 2. Appreciation and knowledge of community workers' contributions - people make contributions in many ways. 3. Identification of roles - Each person "doing his own thing" unites a community. 4. Investigation of services - Man is dependent upon the ability of many others, specifically mentioning services performed. 5. Explore neighborhood (immediate) - to point out characteristics and appearances of a child's own neighborhood. 6. Explore local community (city) - to point out characteristics and appearances of various parts of city neighborhood (residential and commercial). 7. Map construction of neighborhood - to familiarize children with their physical surroundings. 8. Construction of model community - to obtain an overall view of physical surroundings of our larger community. 9. Study of local industries - families depend on economic support from local industries. 10. Meeting community helpers - Experiencing personal contact with some of our community workers - to gain insight into their important position in society.	1. (a) Cognitive - Given a set of pictures, the child will be able to match a person with his appropriate occupation. E.g., Policeman with Police Car. (b) Psychomotor - Children will draw pictures of homes, church, playground, parks, stores and school (Cognitive, psychomotor). 2. Cognitive - Given a list of community workers, children will identify services rendered by each one. 3. Affective - Given the role of each worker - children will learn the interdependence of one upon the other in society. 4. Affective, psychomotor - Given the opportunity to role playing, children will learn to appreciate the value and worth of each person. 5. Cognitive - Given the geography of the local neighborhood, the child will be made aware of his immediate physical environment. 6. Cognitive - Given the geography of the larger community (city), children will compare the residential, commercial, recreational and industrial areas of the city. 7. Psychomotor - Given the opportunity to construct their own map, children will indicate their familiarity with their physical surroundings. 8. Psychomotor - Given the opportunity to construct a mock up - children will be able to locate city buildings. 9. Affective - Given a discussion of local industries, children will realize the economic necessity for their livelihood. 10. Given the opportunity for personal contact - children will experience concretely the positions held and their value in the total community picture. Reasoning Skill Objective No. 5 - Given the geography of the local neighborhood, the child will be made aware of his physical environment. (Spational Reasoning) 1 - Orientation (a) Orients objects in Space (1) Child is cognizant of all in his own spational domain (stores, neighbors etc.) (b) Orients self with environment (1) Child has sense of direction (N S E W) (2) Distinguishes between right and left, up and down, beside and across. 2. Visualization (a) Recognizes perspective. (1) Recognizes objects in various spatial perspectives - child can compare sizes of buildings in neighborhood and can perceive what is near and far. (2) Sees relationships among objects perceived from different points of view - Things near look big, things far look small. Becomes aware of city blocks. (b) Uses Perspectives (1) Recognizes objects in various spatial perspectives (a) Map making and mock-up (drawing buildings according to size ratio).	1. Take a trip to our local Police Station, (a) to learn the operation of our local law enforcement agency. Show the film, "The Policeman & His Job", "The Policeman". (b) Make a series of murals on our neighborhood, including homes, church, park, stores, school. Show film, "What Is A Neighborhood?" Show film, "Our Community". 2. Each child will choose one Community Worker to illustrate and write a story including services rendered to society. Show film, "Everyone Helps In A Community". 3. Show film, "What Our Town Does For Us". 4. Children will form groups to create puppets and write and perform plays to show each helper's role in our society. By a discussion, we will note contrasts as well as similarities among workers. 5. The children will experience a walk around our community observing various physical aspects. 6. Children will be taken on a bus trip around our city to become aware of the residential, commercial, recreational and industrial areas that comprise our city. 7. Presented with a map of their local community, each child will place himself on the map and identify his immediate surroundings. (street, playground, stores, etc.) 8. Using a variety of materials (blocks, boxes,) children will construct important city buildings. 9. Take a trip to one of our local industries (Wonder Bakery). As a culminating activity show film. By extending invitations to policeman, fireman, mailman, milkman, etc., children will ask questions and listen to job descriptions of each - learning about their value in the community.	READING - Students will develop both listening and oral reading skills throughout the unit. LANGUAGE ARTS - Through individual discussions, the student will develop oral expression. MATH - Students will deal with measurement and become familiar with measuring devices as they construct their maps. SPELLING - Students will learn to spell such words as city, neighborhood, street, and community. ART - Students will employ many art techniques as they draw their maps.	VALUE DEVELOPMENT Step 1 - Recognizes the need for choices. (a) Each child will decide what occupation they will choose and why. (b) Each child may choose an activity for our unit, e.g., mural, play, map, mock up. Step 2 - Generate an Alternative Each child must make a second choice for activity participation. Step 3 - Predict Consequences. Through group discussion, child will predict outcome if all people lived in cities, or if all people had some occupations. Do you think you would like to live this way? Step 4 - Best Choice Child will decide if our present mode of living is more satisfactory than the above questions posed. Step 5 - Internalize If a child's opinion can withstand confrontation, there is evidence of decision. (Defend his choice through questioning) Step 6 - New Information through Enforcement Through group discussion - If you were Mayor or City Planner, how would you improve city?	FILMSTRIPS 1 Here Is The City, No. 7801C Si. 2 Business In The City, No. 7802 C Si. 3 Living In The City, No. 7803 C Si. 4 Working In The City, No. 7805, C Si. 5 Problems Of The City, No. 7804, C Si. 6 What Is A Neighborhood? 1411 7 My Neighborhood, No. 1414. 8 Neighborhoods Change, 1412. 9 Living In A Big City, 1433 10 The People In Our Community, No. 1436. 11 Knowing Our Community-Long Ago and Today, No. 1434 (All found in Roosevelt School Library). FILMS 1 The Policeman & His Job, (Utica Film Exch.). 2 The Policeman, (Ut. Film Ex.). 3 What Is A Neighborhood (UFE) 4 Our Community, (U.F.E.) 5 Everyone Helps In A Community, (U.F.E.) 6 What Our Town Does For Us, (U.F.E.) 7 Bread, (U.F.E.) 8 Modern Post Office, (U.F.E.) 9 The Mailman, (U.F.E.) 10 City Fire Fighters, (U.F.E.) 11 Fire Exit Drill At Our School, (U.F.E.) 12 Fire Prevention (U.F.E.) 13 The Fireman, (U.F.E.) 14 Pipes In The House, (U.F.E.) 15 What Do Fathers Do? (U.F.E.) 16 Let's Build A House, (U.F.E.) 17 Airplane Trip By Jet (U.F.E.) 18 The Airport, (U.F.E.) 19 Bus Driver, (U.F.E.) 20 Helpers Who Come To Our House, (U.F.E.) 21 The Factory, (U.F.E.) 22 Families and Jobs, (U.F.E.) BOOKS 1 More Friendly Helpers, by Hoffman & Hefflefinger 2 Let's Find Out About The City, by Valerie Pitt. 3 I Know A Mayor, by Barbara Williams. 4 About Policemen, by Ina K. Dillon 5 You Visit A Fire Station, Police Station, by Meshover 6 About The People Who Run Your City, by Shirley Petkin Newman and Diane Finn Sherman (Melmont Publishers Inc., Chicago, in Conkling School Library). All the following by Carla Greene, in Conkling Library 7 I Want To Be A Fireman 8 I Want To Be A Doctor 9 I Want To Be A Nurse. 10 I Want To Be A Policeman 11 I Want To Be A Farmer 12 I Want To Be A Teacher 13 I Want To Be A Librarian 14 I Want To Be A Bus Driver 15 I Want To Be A Dentist	1. Form groups of children to work on committees to make a large mural showing what a community is. 2. Construct a big class book including each child's illustration and story of a community helper he has studied. 3. Make up a ditto sheet matching various community helpers with his duty. 4. Each child makes up his own story: Suppose there were no community workers or helpers. What would the world be like? 5. The class would make a map of the immediate neighborhood showing physical characteristics. 6. Use a city map and have children paste on flat pictures to show various parts of the city, e.g. industrial, residential, recreational. 7. With brown paper, have children construct their immediate neighborhood showing streets, homes, school, churches, playground and neighborhood stores. 8. Using building blocks and various size boxes, make a model of the larger community. 9. Make an exhibit showing samples of products manufactured in Utica. 10. Class composes a group story about each person who made a presentation about his role and then forms them into short stories.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **A COMMUNITY IN UTICA** **CITY OF UTICA** *(GEOGRAPHICAL)* **GRADE/AGE LEVEL** 2nd Grade Ungraded Primary 6-8 Years **LENGTH OF UNIT** 2 Weeks 10 Days Submitted by Margaret Betler, Ruth Berkowitz, Potter School & Violet Echols, Roslyn Haven, Jeannette Luczko Kernan School	1. **MAN & HIS IMAGE** Every person belongs to one or more communities. 2. **MAN & INTIMATES** Every person is part of many groups 3. **MAN & HIS COMMUNITY** Man lives in a community. 4. **MAN & HIS PHYSICAL ENVIRONMENT** Every person lives in a geographically defined area. 5. **MAN AT WORK** Workers in the community. 6. **MAN AT PLAY** How people in the community play. 7. **MAN AS CREATOR & EXPLORER** Every person shapes and is shaped by his community. 8. **MAN IN CONFLICT** Man interacts with his community. 9. **MAN & HIS ASPIRATIONS & FEARS** One child may affect another child's aspirations and fears. 10. **MAN & HIS GOALS** The community provides for religious expression.	1. Given a list of several types of communities, the child will be able to identify those to which he belongs (Cognitive) 2. Given a list of several types of groups, the child will be able to identify those to which he belongs (Cognitive) 4. Given a simplified map of our city of Utica, the child will be able to pick out his specific school district. (Cognitive). 5. Given a walking tour of the specific area, the children will be able to point out and identify the various places of work. (Sensory, psychomotor). 6. Given a simplified map of the specific area the child will be able to pick out the places of recreational facilities. (Cognitive) 7. The child will be able to list from a discussion, the physical necessities of his immediate neighborhood. (Cognitive). 8. Given a play that portrays a certain community emergency, the children will be able to role play characters solving situation (Affective, psychomotor) 9. Given a piece of paper, the child will be able to write a story about "What I Want To Be". (Affective). 10. Given a walking tour of his community area the child will be able to locate the various places of worship. (Sensory, psychomotor)	1. Given a ditto sheet of pictures of various communities, the child will circle the type of communities he belongs to 2. Given a ditto sheet that lists various groups, the child will cut pictures from magazines that illustrate the groups they belong to 3. Given an enlarged simplified map of Utica for the wall designating the area we are dealing with the child will be able to go up to a map and point to the specific area On a enlarged table top map of specific area, the child will place a model of his home to indicate where he lives. 4. Given drawing paper, the child will draw pictures that illustrate the places of work that he saw. 5. On the enlarged table top map of the specific area, the children will indicate through models the recreational areas. 6. On the enlarged map, the child will locate and construct the various natural resources (rivers, hills, trees, etc.) as well as the man-made facilities (buildings, roads, sidewalks, playgrounds, etc.) that help satisfy the basic needs of his community living. 7. A play involving a fire in a house in the community where they live, leaves the family homeless. The neighbors and city resources come to their aid. 8. The child will use library facilities to help him get background knowledge about a certain occupation. He will then write story about it. Discussion of occupation by individual child to class. 9. On the enlarged map, the child will locate and construct the places of worship and label them	1. **LANGUAGE ARTS** Child will be able to identify different groups in community after a discussion of the various groups 2. **ART** Put pictures together that portray the various occupations 4. **ART** Using construction paper, milk cartons, the child will make a model of his home **MAP SKILLS** He will learn how to locate streets and the various places where his classmates live 5. **ART** Using drawing paper the child will portray the places of work that he saw on tour. 6. **ART** - Child will use various materials to make the recreational area **MAP SKILLS** - Will be able to locate recreational areas on a map 7. **ART** Child will use various materials to make a model of the natural resources and the **man** made facilities of his community 8. **LANGUAGE ARTS** - Child will act out a play concerning an emergency 9. **LANGUAGE ARTS** - Child will write down the story about "What I Want To Be". 10. **ART** - Child will use various materials to make the places of worship.	8. Role playing experience fire in house in neighborhood. 1. Recognize the need for choice a fire is in progress and everything can not be saved. What would you want the fireman to save? 2. Identifies alternatives. List things that could be in a home that needs to be saved 3. Analyze alternatives in light of consequences. Talk about the things that could be saved and why each should be. 4. Freely chooses among alternatives. Actually chooses from alternatives what they would save. 5. Internalization of choice Through oral presentation, the child will defend his choice 6. Re eveluates consequences in light of new experience After seeing a film strip about a fire, would they pick the same choice as they did in number four? If their choice changes, have them discuss why	Resources Oneida County Historical Society Chamber of Commerce. Map of Utica. Library - School. Materials - Ditto sheets. Old magazines. An era to construct the map - (table) Heavy paper or cardboard to put on top of table to construct neighborhood Milk cartons. - Tubes. Modeling clay. - Paste. - Paint. Crayons. Scissors. - Filmstrip.	1. Written report on immediate neighborhood 2. Oral test 3. On a posted map, the child will go up and locate certain specific places The teacher will orally give the places. 4. A child will complete a graph about the different types of dwellings in a specific block of the area that has been studied (pick block with a variety of dwellings) 5. Oral report child will role play the workers in his immediate neighborhood. 6. Written test about immediate neighborhood - yes and no test

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SOCIAL STUDIES **UNIT TOPIC** AMERICA S CHILDREN CELEBRATE MAJOR HOLIDAYS **GRADE/AGE LEVEL** Grade 2 7-9 Years **LENGTH OF UNIT** Submitted by Linda Ferguson, Mary Fischer, Johana Gulisane, Herkimer School	1. MAN & HIS IMAGE The child and his self image. The child sees holidays through his own experiences. 2. MAN & HIS INTIMATES The child and his intimates. Every child celebrates holidays according to his ethnic origin 3. Community, the child and his community. Children who live in our community often celebrate holidays differently. 4. MAN & HIS PHYSICAL ENVIRONMENT Groups demonstrate ethnic beliefs through decorations 5. MAN AT WORK & AT PLAY. The family works and plays together to prepare for holidays 6. MAN AS CREATOR & EXPLORER When we study holidays we study how man has been creator and explorer 7. MAN & HIS ASPIRATIONS & FEARS. Holidays portray man s aspirations	1. Given an oral reading of ten stories, the child will be able to write 3 differences and 3 similarities of the holidays. 2. After showing two films, three groups of children will be able to illustrate the sequence of holiday events in cartoon pictures. 3. (a) Given a field trip to ethnic bakeries, the child will be able to choose his favorite food. (b) Given a choice of three recipes, the class with the help of teacher and mothers will choose a characteristic pastry of a certain holiday and will be able to prepare and bake it together. 4. (a) Given two different Mexican musical selections, the child will be able to identify and perform two different dances. (b) Given seven books on holidays, the child will choose and be able to construct one and decoration. (c) Given a field trip to two Christmas displays, the student will be able to contribute and construct a mural depicting what they have seen to 80% accuracy.	1. (a) Show Bordeen s posters of American children. Have children compile a class book showing people celebrating birthdays, Christmas, Easter and New Year s Day. (b) Read "Let s Find Out About Christmas". Write a story and illustrate titled All About Christmas. 2. After discussing the movies, "If You Were Born in Japan" and "If You Were Born in Mexico", the child will illustrate one phase of either movie, then the children will decide which movie the picture relates to and in what sequence it came. The children will arrange themselves in sequential order. When the cartoons are finished each child will identify one picture and correctly place it in a series. 3. After the field trips, the children will match photographs taken on the field trips with various ethnic groups. Flannel board matching games. 4. (a) Show films of the celebration of holidays. (With records). Discuss. (b) Show film, "Pinata for Repeta" and discuss. (c) The children will construct a pinata and will act out the celebration. (d) The children will construct a mural depicting what they have seen on a Christmas field trip. 5. (a) Play the tape and read the story "We Learn About Special Days" and discuss the different types of holidays and the way they re celebrated. Have the children divide into groups, each selecting a holiday and dramatize it. Role playing. (b) Count the different ways of celebrating each holiday. Make an experience chart for each holiday. 6. (a) Construct a diorama of one major holiday. (b) Write a story about the diorama. (c) Verbally tell a story about how you celebrate one holiday. (d) After children talk compare and contrast ways of celebrating holidays. Write experience charts. 7. (a) Read orally "Holidays Around The World" - 1953 - by Joseph Galer. Discuss.	1. (a) LANGUAGE ARTS Art, Math (b) LANGUAGE ARTS Art, Math. 2. LANGUAGE ARTS Decision making, thinking skills, (planning ahead) working in groups) 3. (a) Decision making, thinking skills (b) Math, Home Economics, decision making, Health 4. (a) LANGUAGE ARTS (b) ROLE PLAYING, Art, Creative Expression. 5. (a) LANGUAGE ARTS, Role Playing. (b) Math, Writing, Thinking Skills. 6. (a) ART (b) LANGUAGE ARTS (c) LANGUAGE ARTS 7. (a) Thinking Skills (b) Creative Expression, Language Skills (c) Language Arts (d) Decision Making, Thinking Skills (e) Language Arts Thinking Skills	Situation One student cannot take part in a holiday play because he does not have a costume (1) Recognizes the need for choice Since all the students can take part in the play, the children see the need to make a choice (2) Identifies alternatives Students list alternatives on the board. (3) Analyze alternatives in light of consequence. One group role plays and anlayzes consequences. (4) Freely chooses among alternatives. Children vote on decision. (5) Internalization of choice Each child defends his opinion to the group (6) Re evaluates consequences in the light of new experience. For a class picnic or trip not everyone can contribute the 25¢ for the bus	1. Child Study Association of America. "Round About The City" Crowell 1966 $12.95 2. FILMS "If You Were Born in Japan" $6 K 4 "If You Were Born in Mexico" $6. K 4 ERS 3. Bakeries and restaurants for field trips. 4. "Highdays and Holidays" Florence Adams and Elizabeth McCarrick 1968 E P Dutton & Co., Inc. 5. "Spring Holidays" Sam and Beryl Epstein. 6. "A Holiday Book, Christmas in America" Lillie Patterson. 7. "Let s Find Out About Jewish Holidays" Martha and Charles Shapp. 8. "New Year s Day" Lynn Groh. 9. "A Holiday Book Birthdays" Lillie Patterson 10. ERS "Let s Celebrate Holidays" $42.00 11. TAPES "We Learn About Special Days" Imperial Productions, Inc. Three tape set $23.95 K 3 11. "Let s Find Out About New Year s Day" Charles & Martha Shapp 12. "Let s Find Out About Christmas" Franklin Watts 13. "Lets Find Out About Easter" Franklin Watts 14. Pictures of "America s Children Bardeens 15. The Christmas Book, Whitman Publishing Co. "A Renata for Pinata" Page 177	1. Write six sentences, three showing similarities and three showing differences of two holidays 2. In groups of three, the children will illustrate the sequence of holiday events in cartoon pictures, as judged by the rest of the class and the teacher. 3. (a) The child will write one sentence about why he likes the particular food that he chooses. (b) Children will make a booklet with each page showing either through pictures or writing, each step involved in making the chosen recipe. 4. (a) The teacher will play five records and the children on numbered sheets of paper will put an X next to the Mexican selections (b) Each child will construct one decoration and the other children will decide what holiday its for. (c) The children will construct a mural depicting what they have seen on field trips to two Christmas displays (d) The children will write a story comparing and contrasting three different holidays. 5. The child will present an oral report on the way a family may work together to prepare for holidays. 6. (a) The children will each draw three pictures, each one about a specific major holiday (b) The children will each write two sentences about the ways that each of the three major holidays are celebrated (c) The children will read their reports to the class. 7. (a) (1) The children will, on panels of four or five, discuss the pros and cons of one of the major religions, celebrations of holidays (2) The child will present a discussion (report) of the merits and faults, in their view, of the ways that the five major religions celebrate holidays (b) The child will write two sentences about why each major holiday is celebrated

(d) Given filmstrips and records on celebration of holidays, the children will be able to compare and contrast three different holidays, both verbally and by writing.

5. Given a tape and a story, each child will be able to show his understanding of how families work together to prepare for holidays.

6. Given literature about the three major holidays, the children will be able to show a knowledge of how the three major holidays are celebrated by art, writing and reports (oral)

7. (a) Given many previous experiences, each child will be able to judge verbally the merits and faults in their view, of the ways that the five major religions celebrate holidays

OBJECTIVES CONTINUED:

7 (b) Given many previous experiences, each child will be able to list two reasons why each major holiday is celebrated and why they are celebrated this way (would explain verbally the reasons for why the child thinks they are celebrated this way).

Relational Reasoning

(a) Recognizes relationships (from packet | (2) identifies cause and effect relationships (from packet a System of Cognitive Functioning

LEARNING EXPERIENCES CONTINUED:

(b) Have children act out in small groups of four or five, one of the ways in which one of the major religions celebrate a specific holiday, ex. Birthdays

(c) Have each child type a sentence telling one way in which one religion celebrates one holiday

(d) Set up five panels with four or five children on each one. Each group will discuss the pros and cons of one of the major religions celebrations of holidays (according to their view)

(e) Each child will write two sentences why they think each major holiday is celebrated

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HUMANITIES **UNIT TOPIC** **SELF-IMAGE** **GRADE/AGE LEVEL** 2nd Grade 7-8 Years **LENGTH OF UNIT** 8-10 Weeks Submitted by: Mary Catherine Eck, Jefferson School & Kathleen Kauffman, Brandegee School	**MAN & HIS IMAGE** 1. Each child needs to know himself in relation to his family, his neighbors, his peers, his community and his world. **MAN & HIS INTIMATES** 2. Each child needs recognition by his family, neighbors, peers, community and his world. (hypothetical). **MAN & HIS PHYSICAL ENVIRONMENT** 3. Each child should be able to identify his physical environment in terms of family, neighborhood, peers, community and world. **MAN AT PLAY** 4. Each child can experience enjoyment with: family, neighbors, peers, in the community and in the world. **MAN AT WORK** 5. Each child can identify through physical labor with: family, neighborhood, peers, community and the world. (hypothetical identity). **MAN AS CREATOR & EXPLORER** 6. Each child creates and discovers through varied experiences with: family, neighborhood, peers, community and the world. (hypothetical experiences). **MAN & HIS GODS** 7. Each child identifies someone or some things through experiences with: family, neighbors, peers, community and the world. (Vicarious experience here).	1. Affective: Child will demonstrate positive feelings toward each group in his conversations about them. Cognitive: The child will identify family members, neighbors, best friends, favorite spots, places he'd like to visit as well as the helpers in his community. Psychomotor: The child will walk or bicycle to family friend or favored spots. 2. Affective - As above. Cognitive - World personalities. As above. Psychomotor - As above. 3. Affective - The child will relate his feelings both orally and verbally on cognitive objectives stated. Cognitive - The child will describe and depict his home, neighborhood, friends' home, significant spots in the community and the world. Psychomotor - The child will walk or bicycle to places mentioned or locate these on a map or in a book. 4. Affective - The child will be able to comment orally and in writing on how it feels to be a winner or loser in each area. Cognitive: The child will know rules and play parlor games such as Monopoly, Scrabble and simple family card games. Participates in team sports as Little League. Comments after viewing TV telecasts of professional sports as Hockey or Baseball. Psychomotor - The child will show a skill needed to win a parlor game. Demonstrates physical prowess in the team sport he chooses. 5. Affective - The child will tell what jobs he likes and/or dislikes at home, in the neighborhood, (going to the store for a neighbor), in school and in the community. (as wanting to be a fireman when he grows up, or policeman or doctor, etc.) Tells the basis for each choice. Cognitive - The child will know that the family is the basic unit of society and participates in the necessary jobs that allow his home to function. Shows his regard for his neighbors, peers and community by respecting their property. Knows the people who are local, state and national officials. Psychomotor - Physically expends effort to help maintain interior and exterior of his home. Physical effort put forth in school and neighborhood cleanup jobs. Knowledge of effort and training neede to be a community servant or national personality.	The child will: Write a paragraph entitled "My Family" in which expression of feeling and regard for each member will appear. (Outline for paragraph will be given.) Given art materials and markers, design a "shoebox house" in which he thinks he and his family would like to live). Given a stocking, make a puppet to depict his best friend and present a skit using it. (Affect. Cog. Psychm. Sensory). 2. Given art materials and markers, create a mural depicting his neighborhood as a part of his community and write appropriate captions to each section concerning the happenings he portrays. (Affect. Cog. Psychm. Sen.) 3. Locate his house on a street in his community (city map); his city on a state map, his country on the continent of North America. Express verbal likes and dislikes for each. Draw his own maps (a) from home to school, (b) from home to the store, (c) from home to a "best" friend's house. (Affect. Cog. Psychm. Sensory) 4. Creates a game or puzzle from materials given and explains its object and merit to a group of his peers to get them to play. (Affect. Cog. Sens. Psychm.). 5. Given art material (paper and markers) create a cartoon depicting himself at work in some capacity in the home, neighborhood, community and in his future adult life. Cartoon conversations will reveal feelings and attitudes. (Affect. Cog. Sensory Psychm.) See films and filmstrips on home, school, neighborhood and community life. See and comment on films and filmstrips on home, school, neighborhood, community life in other parts of the world.	SPELLING - New Vocabulary. LANGAUGE ARTS - Discussions, stories, lists, experience in connection with MAN & HIS IMAGE, MAN & HIS INTIMATES, MAN AT PLAY, MAN AT WORK, MAN AS CREATOR & EXPLORER, MAN IN CONFLICT & MAN & HIS ASPIRATIONS & FEARS. ART - Illustrations, map making, cartoons, puppets and paintings related to the above. MATH - Playing family and group games and the need to keep score or keep track of money. (as Monoply) Scaling of maps drawn. Geometric shapes noted in maps drawn. SCIENCE - Practice of ecology in the home, neighborhood, school and community. SOCIAL STUDIES - Identification of land forms, water forms, ethnic origins, state, city, neighborhood, school and home. Notation of likenesses and differences in each. Personal reactions to concepts such as Brotherhood and Neighborliness, Friendship and Honor in Service. (Through discussion primarily) Maps made. Directions NSWE. MUSIC - Songs listened to and sung originating in other countries. Dances learned from other countries. (Mexican Hat Dance - Cotton Needs Picking, Oh! Susanna, Sandy Land, songs from Making Music On Your Own, Silver Burdette Co.)	The need to choose family members to comment on. Comments and enactments and illustrations chosen in relation to neighborhood peers and community helpers. Feelings resolved in choosing a "best" friend and description of "why" he or she was chosen. Identifying alternatives to the above. Choice of "what" to include in the mural on the neighborhood after sifting alternatives. Choice of a game to play, given several alternatives. Choice of a path to take to a specific location after sifting alternatives. Choice of favorite community spots, helpers and neighbors. Choice of a favorite job he might do now and a future career given several alternatives. Choice of the type of house he and his family might like. (See #1) Choice of a set of values peculiar to him, given several alternatives.	Texts: Come Over To My House, Leseig. Random House Our New Home In The City. L. Israel Winston. This Is The House Where Jack Lives, Heelbroner Harper-Row. Houses, John Doy. Let's Find Out About Houses Watts. Let's Build, Crocker. Pre-Encyclopedia, Vol. 12 People & Places. First Book Of Deserts, Knight. All About The Desert, Sperry. All About The Jungle, Sperry Filmstrips: The "Why Do We" series, Eyegate. Desert Animals Stories From Other Lands Encyclop. Brit. Our Northernmost State - Alaska. Myself & Me, Food, My Home & Me, Community Services. Learning About People. Knowing Our School, Man's Earth Home, Living On Man's Earth. Working Together on Man's Earth - All Encyclopedia Britannica Films: The New House, The Mailman, A Visit To The Dentist, The Bicycle On Hebert Street. Poetry: May H. Arbuthnot. Selections on cities, weather, feelings.	1. Paragraphs on "What I Liked Best About Our Trips" "What I Would Like To Be When I Grow Up" "Where I Would Like To Live", "If I Were Someone Else." 2. Short True-False test. Sample: You find some money. You should keep it. T F. Your friend took a bike and is in trouble. You should help him hide the bike. T F. Your friend forgot his milk money. You should let him take yours. T F. At least 15 similar situations. Discussions in various areas and projects submitted related to various areas, (as shoebox house, cartoon, and so on ...) Mural, puppets.

Situation:

The same lot that the boys want for a baseball diamond, the girls want for sandboxes and play houses.

1. Recognizes a need for choices: since both plan a different use they list choices and alternatives.
2. Identifies alternatives in a discussion, children plan and draw different maps of how to use available land.
3. Analyze alternatives, children role play position of mayor, child, parent, conservationist, discussing use of land.
4. Freely chooses secret ballot is taken on choices.
5. Internalization of choice - children defend their choice to group.
6. Re-evaluates consequences in light of new experiences for ½ hour free play time. The group decides how to spend the time on baseball or tag.

CONTINUED

SUBJECT AREA

HUMANITIES

UNIT TOPIC

SELF-IMAGE

GRADE/AGE LEVEL

2nd Grade

7-8 Years

LENGTH OF UNIT

8-10 Weeks

Submitted by:

Mary Catherine Eck,
Jefferson School
&
Kathleen Kauffman,
Brandegee School

CONCEPTS & GENERALIZATIONS

MAN & HIS COMMUNITY
8. (Included in #5 MAN AT WORK).

MAN IN CONFLICT
9. Each child is aware of mixed reactions and differing viewpoints in his relations with his family, neighbors, peers, the community and the world. (Discussion on international happenings, here as the Vietnam war.)

MAN & HIS ASPIRATIONS AND FEARS
10. Each child is aware of goals in his life and the potential obstacles he may have to overcome in order to attain these, in terms of family, neighbors, peers, community, and the competition in the world.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

6. Affective The child will tell how he feels about projects undertaken at home, in the neighborhood, at school, in the community and on the national level (as ways to conserve gasoline). Expresses his feelings in regard to homes found in other parts of the world.

Cognitive The child will participate in redecoration plans of his home. Can suggest and aid in making his neighborhood, school and community and world, better places in which to live. Identifies homes in other parts of the world (Igloo Pole house). Knows why they are made as they are.

Psychomotor The child will help to paint the interior or exterior of the house. Plans a garden. Rakes, cuts the grass etc. to keep things trim. Tries different methods in carrying out work experiences.

7. Affective - The child will tell how he feels about his set of values and identifies the base upon which they were formed. Tells why he feels all need values.

Cognitive - The child will know the values upon which he and his family live and practices these in his dealings with family members, neighbors, peers, community.

Psychomotor - The child will illustrate one of the value situations viewed, given paper, markers and paints.

9. Affective - The child will tell how he himself feels about a particular event and why he feels as he does.

Cognitive - The child will identify the views held on subjects by his family, neighbors, peers, community and the world. Identify the basis for their formulation.

Psychomotor - The child will be given art material (paints and paper) portray a controvertial subject. (War), allowing his own feelings on the subject to emerge in the work.

10. Affective - The child will tell how he feels about himself in relations to certain tasks (likes and dislikes). Tells how he feels about his future. (What he might like to do and why).

Cognitive - The child will identify his potential and how he can best put it to use both now and in the future. (Job capability now and later).

Psychomotor - The child will enact the role he will play in his later life. (Monologue as a teacher, doctor, a mechanic, etc.).

LEARNING EXPERIENCES

(Cold, polar regions and torrid areas as well as the temperate).

Take a trip to a supermarket, police station or airport to compare what he has viewed in filmstrips. (Affect. Cog., Psychomotor-sensory).

6. Given art materials, on the basis of discussion of activities, create a scene depicting a home in a neighborhood and community in another part of the world. Compare his project verbally with where he lives. (Affec. Cog. Psychomotor).

Divide into four groups to compose a story collectively on one of the topics pursued. (Homes, races, jungle, cold regions, where I live). These topics were suggested.

7. Discuss right and wrong after viewing a series of films and filmstrips wherein there is no decision made, stimulated by the question, "What would you do and why"?

React to a series of hypothetical questions based on the need of moral judgement as: You are taking a test. You do not know an answer, but can see the one your friend has written. Should you copy it? Why? Why not? (Affect., Cog., Sensory-psychomotor).

9. Discussion of why fights occur with brothers and sisters, neighbors, in school, in the community and in the world. (Differing opinions). List ways to resolve disputes so that all are satisfied. (Mediation by a third party). (Affect., Cog., Sensory-psychomotor).

10. Writes one or more paragraphs on "What I Enjoy Doing Now To Help" (Outline for this will be supplied), and a paragraph entitled, "When I Grow Up". Both will be illustrated.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES	EVALUATION
HUMANITIES **UNIT TOPIC** **SELF AWARENESS** **GRADE/AGE LEVEL** 2nd Grade **LENGTH OF UNIT** 8 Weeks Submitted by: Diane Waskiewica Loretta Jorgensen Brandegee School Johanne Maganelli, Louise Ackerman, Mary School & Dolores Dawkins, Mary Eck, Jefferson School	1. **MAN & HIS IMAGE** Each child will know himself. 2. **MAN & HIS INTIMATES** Each child is affected by recognition. 3. **MAN & HIS PHYSICAL ENVIRONMENT** Each child's self image is affected by his physical environment. 4. **MAN AT PLAY** A child's self image is affected by his play. 5. **MAN & HIS COMMUNITY** Each child is affected by his place in the community.	1 Given pictures of people each child will identify himself as to whom he resembles most He will then be able to draw on or act out different illustrations depicting his self image at work or at play. 1. Given a situation concerning a child's ability to do something that takes talent, each child will criticize or praise that person. 2. Given an act that each child can do, each child will identify the reactions he would like from his peer group about his talent. 3. Given a situation which concerns role playing, each child will be someone else and act out feelings towards someone else. 1. Given several topics for the month, the student will identify the most popular topic. 2. Students will help design the classroom which will be centered around the theme 3. Students will help construct the materials for the design of the classroom. 1. Each child will identify to the best of his ability the physical limits of his body. 2. Each child will identify the relationship of his body to the space around him. 3. Each child will role play to demonstrate the discovery of his emotions and attitudes towards himself and others. 4. Each child will demonstrate that he seeks to discover that which gives him pleasure. 1. Given a description of the community, describe how a student would become aware of himself using the resources available to him. 2 Given a map including pictures, occupations of inhabitants types of schools, the student will tell why he picked a certain area to settle in - telling also what changes would have to be made to help him become more aware of himself. 3. Given a physical yet hypothetical map, the student will construct an area in which to settle himself that will enhance his self awareness	1 Given assortment of materials for drawing, painting, or sculpturing each child can make a portrait of himself or other objects based on elements of his choice. 2 Given appropriate materials for making silhouettes, each child can outline one's shadow Each one will then be able to identify each other's own silhouette. 3 Given words to describe oneself, each child will be able to choose words that best describe him He will also identify which story is about him 1. Show children pictures of children in a situation and ask questions about how they feel about it. 2 Have children share interests with each other. 3. Have children make albums about themselves - All About Me In the albums they can include anything that interests them, their hobbies etc. This may be shared with others. 4 Give the children the opportunity to role play. Have them act out how a mother and father would act in a given situation 5. Have different types of shows. Let children express opinions about the shows. 6 Let children experience belonging to groups of various sizes and various purposes 1 Given paper, paste, magazines, yarn, fabric, the student will design and construct appropriate materials for the theme 2. The children would have to work together to design the room. 1. Given an obstacle course a child will crawl over and under and around He will jump, squat, go backwards He will follow the leader. Each child will seek a partner and have a wheel barrel parade Each child will race, climb, roll, skip out to feel out his body. 2. Each child will draw himself in different places. 3. Given a play house a child will act out different roles. Given a situation, children will role play a situation. 4. Using cardboard boxes a child will construct his own thing Children in partners will construct, launch, repair and alter a kite so it flies. Given scrap materials each child will let his imagination be his blue print. 1. Have class divide into small groups and discuss what is needed to allow them to feel worthy within a community. 2. Have each group then map out an imaginary community including all things they believe to be a necessity in achieving self awareness. 3. Each group report to the class on what they discussed. 4. Students will view the films and filmstrips mentioned under resources	**LANGUAGE ARTS** Using descriptive words orally or in writing sentences and do a short story that fits his self image. Listening to anecdotal stories of each child, and be able to identify his own **ART** Using his favorite colors, drawing objects, or scenes of his interest depicting all elements of his choice. **READING** Read books he enjoys the most for recreation or information. **LANGUAGE ARTS** Speaking and writing exercises. **ENGLISH** Sentence writing **MUSIC** Learn songs related to the topic. **ART** In the collection of the child's album, pictures of self, friends, favorite pictures are included. **HEALTH** Good health habits make for a better person. **SCIENCE** Older children can do some things better than younger children due to growth. **SOCIAL STUDIES** Getting along with peer group in school and outside of school in the community. **MATH** Everything has proportion, size, shape, length. They would have to measure things. **ART** They would draw color, paste, and cut out things. Children will trace each other on brown paper Each will illustrate his own clothing, hair, eyes. Each will cut out and use this paper figure for measurement. Each child will participate in a home movie so he may view himself as others view him. Each child will watch some plays or stories to identify the roles he sees others playing Each child will bring to the group that which gives him pleasure **LANGUAGE ARTS** Have students write, act out and direct a play concerning all aspects of this problem. **ART** - Making scenery for the play. **DRAMA** Role play this problem solving situation utilizing many different types of scenes. **MUSIC** With guidance the children could compose a song related to the situation.	**LANGUAGE ARTS** Objectives Skills and Abilities Gr. 2 by MacMillan and Hayes. Silhouettes and shadow cut outs. Art Slides Munson Williams Museum, Brandegee Media Center, Classroom Art Activity Book Library - for books, slides or Peabody Kit. - Gr. 2 **SOUND FILMSTRIPS** Who Am I - Kindle Series. (Scholastic). About Myself - Bowmar Early Childhood Series. Getting Along - Kindle series Our Feelings - Scott Education Division. **Pamphlets & Pictures** "How I Feel" George Brown. **RECORDS** The Ugly Duckling Hans Christian Anderson, Scribner 1963, 1965 - New York The Baby Beebee Bird - Diane Massie, Harper '63, N Y Let's Be Enemies Janice Edry, Harper 1961, N Y The White Marble - Charlotte Zolotow, Abelard, 1963, Chicago Media Center there would be information on the themes that would be chosen. Peabody Kit. Playground. Gym Street. Vollett Learning Experiences Educational T V Library. Play House Winterhaven. Frostig Class discussion based on students prior knowledge and experience. **FILM** "Let's Share With Others" UT 179. **FILM** "Improve Your Personality".	Draw a picture of yourself. Write sentences or a short story about you by answering the following questions a What is your name? b What color is your hair? c What color do you like best? d What do you like to do best in school? e Who is your best friend? f What would you like to be when you grow big? Display each child's silhouette in the classroom. Ask each one to pick, which one is his. Give a short story to be completed depicting their own feelings. Teacher observation at work or at play. Give child a situation such as a boy who has won a blue ribbon for swimming. How would you react towards his winning? Teacher evaluation to see if child does know how he would like to be related by his peers and see if he can relate to others the same way. Teacher observation to see if child can take the part of someone else and see if he has the ability to show feelings of that character The teacher will list the activities that promoted the objectives She will retest the children on the obstacle course The teacher will seek to determine those emotions and attitudes that show evidence of improvement on a group level, or on individual level This can be done by a pretest and post test on role playing. VALUING - Situation Given a kick ball game, a captain is faced with choosing his best friend who plays poorly or a new child in the neighborhood who plays well. 1. Since they need another player, they must choose one. 2. Have a role playing situation where the children would take turns being the captain the best friend and the new child and team members. They role play alternatives. 3. Discuss the situations that occur in role playing. 4 Vote by team members 5 Defend choice to the student not picked 6 After the game, they rediscuss 7 Evaluation - Given a situation where the class is putting on a play and they need a singer due to circumstances beyond their control, the choice is between a good friend who can't sing and a new child who can sing

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SOCIAL STUDIES **UNIT TOPIC LOCAL COMMUNITY** **GRADE/AGE LEVEL** **2nd GRADE 7-8 YEARS** **LENGTH OF UNIT** This unit will take 35 weeks to accomplish, if done in depth.	I - MAN & HIS COMMUNITY. (a) Survival - man needs shelter in order to live. (b) Man needs food in order to live. (c) Man needs clothing in order to live. Survival Shelter Food Clothing	I (a) Considering our climate, draw or construct 2 types of homes needed. (b) Contrast these homes with shelter needed in deserts and tropical rain forests. (c) As a result of our investigating foods, list 4 basic foods needed in our diets. (d) Why do you choose to live in Utica?	I Community model. Models made out of milk cartons etc., into homes, schools, stores, shopping centers, churches, downtown, etc. Use of sand table for desert with cactus plants, tent types of shelter needed. View film strips on cities, deserts. Cut out pictures from National Geographic magazines, showing rain forests and deserts. Write about basic needs here, and in the desert. Write about basic needs - the basic "four" kinds of foods, and read about same. Cut pictures from magazines, i.e., ideal breakfast, good lunch, etc. Prepare a luncheon at holiday time as Thanksgiving. Shop (field trip) for this luncheon - compare prices. Films on good food. Develop committees to share chores on shopping, preparation, cooking, serving and clean-up. Make individual place mats and flower arrangement Write thank you notes to mothers that assisted in luncheon, shopping, etc. Listen to radio and T.V. reports on weather in Miami, Fla., as contrasted to Utica, N.Y., with references to clothing. Keep daily weather records. Read books on the four seasons - role play activities for all seasons - write about it. Draw pictures of clothing we need for four seasons in our community. Write about clothing used in the four seasons. Diorama of a beach scene in a warm climate.	I - Art & Craft Project using different media to construct things, village cutting activity - placemats - notice announcements. Health - study basic foods. Science - study plant life - weather. Home Economics - cooking activities - serving foods. Social Studies - citizenship traits such as working together. Language Arts - writing activity, listening activity, reading activity, and role-playing activity.	Today we have been studying foods that are necessary for good health. Suppose each of you pretend that you are a mother or a father and you have to prepare a meal for the children in the family. Before you is a chart with foods listed under various titles: 1- Look over the chart. 2- Check the four basic food heading needed by all of us each day for good health. 3- Now check the foods under each heading that you have chosen. 4- Look at the list of foods you have checked, making sure you have planned a well balanced meal. 5- Now read your list to the class and tell us why you made these choices. 6- Now look at the basic food chart on board, compare your choices with those listed on board. 7- Decide whether you have made a good choice for your famuly. 8- If you haven't, cross off the poor ones and make another choice.	I - Materials for Shelter-Resources: Milk cartons, other cartons, tubes, construction paper, paints, crayons, cardboard, "grass", Tinker Toy, etc. "How We Get our Shelter" pp. 29-47. "This Is Our Town" Curren National Geographics - other magazines. Sand Table - sand - tropical plants. Film - "Life In The Desert" 16mm. Other Resources on Shelter: 1- "Greenfield & Far Away", Preston p. 124-136. 2- "A Small Lot", Keith. 3- "Seven In A Bed", Keith. 4- "Social Needs", King, p. 78-88. 5- "Life In a Large City"- filmstrip. 6- "Soo Finds A Way", Behrens (story about change). 7- Film - "The City". 8- Filmstrip - "Robbie's Neighborhood", "Homes Around The World", "We Build New Homes", p. 47-60. 9- "Learning About Our Neighborhood", Wann. Food - Resources: "Story of Food" - Anne Jolliffe. Books on Super Markets, 1- "Greenfield & Far Away", Preston p. 33-43. Filmstrips: 1- "Food For Big City". 2- "Right Foods Help". (Eyegate film & tape). Articles in newspapers and magazines. "Your Manners are Showing," Betty Betz. "Goops and How to be Them," Gele & Burgess. "Fair Play" - Munro Leaf. Grammar Book - "Our Language Today," American Book Co. Radio - T.V.	Craft project showing knowledge of our community as to type of shelter necessary, considering climate. Craft project showing shelter needed for deserts and tree houses for tropical rain forests. Oral reports reciting basic foods necessary. Craft project - visual display of good foods, with writing or orally, as to contrast of climate. Written report on preparation of Thanksgiving luncheon. Craft project - make a visual display of this Thanksgiving luncheon. Oral report on progress of luncheon, shopping trip, comparative prices in super markets on turkey, trimmings, etc Craft project - centerpiece placemats. Written letter to parents - form of letter, use of sentences, punctuation, etc. Discussion of why child chooses to live here - researc asks parents. Oral report, children keep a record of contrasting temperatures. Oral report, assign responsibility for reporting weather conditions. Oral report about change in seasons. Art-Craft Project - showing different types of clothing. Written report on different types of clothing used in four seasons. Art-Craft Project - beach clothing worn. Type of trees in sub-tropical climate (palm trees).

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SOCIAL STUDIES **UNIT TOPIC** LOCAL COMMUNITY **GRADE/AGE LEVEL** 2nd GRADE 7-8 YEARS **LENGTH OF UNIT**						I - Newspapers. Franklin Watts-1963. "Let's Find Out About Fall" "Let's Find Out About Spring". "Let's Find Out About Summer". "Let's Find Out About Winter". "City In The Summer" Schick. "Summer Is", Charlotte Zolotow. Film & Tape: "Right Clothes Help", Eyegate. Magazines.	
This unit will take 35 weeks to accomplish, if done in depth. **CONTINUED**	II - WORK. (a) Man has to work to provide for basic needs. (b) If one cannot provide for himself gov't. agencies have to provide for his survival needs.	II (c) After studying economics and jobs and opportunities of our area, list 10 jobs available locally. (c) In order for a community to operate, identify 3 community helpers.	II - Community workers invite fathers, mothers, resource people to class from different community positions. Write thank you notes. Take field trip to various factories, dairy plants, banks, etc., in our community. (1) Utica Club, (2) Grand Union, (3) Cloverlief Dairy and (4) Utica Savings Bank.	II - Social Studies - Community workers and helpers, industries. Family roles. Language Arts - Writing activity.		II - Parents of children, friends, resource people in community. True books - I want to be a ... (many easy books available for many vocations).	II - Oral report on resource workers. Written report on what child's father does - or mother's occupation. Oral and written reports on trips taken. What children observed. What did they discover that they hadn't known about?
	III - Dependence. Transportation in the community plays a significant role in the economics of the community, and whether we are dependent on other communities.	III (c) In order not to be too dependent on other communities, identify 3 means of transportation in this area. (a) Does the location of a community help determine which way it will develop?	III - Study and write about local geography, roads, etc. Learn about means of transportation available to our community. (a) Visit airport, (b) Trucking companies. (c) Take a train trip to Rome, N.Y. from R.R. Station - Utica, N.Y. Study development of Mohawk Valley and the Barge Canal. Take trips to Barge Canal. Build Barge Canal from scrap lumber, etc.	III - Social Studies - Local geography & history. Local transportation facilities. Local Gov't. officials. Field trips to local places of interest. Language Arts - discussion skills. Better writing activities.		III - Oneida County Historical Society. Oneida County Airport. Amtrack R.R. Barge Canal Locks - Utica, N.Y.	III - Oral report on Erie Canal and impact on this area. Craft project showing understanding of how locks fill up and empty out. Oral report on trip to city hall. Oral report on Police Dept., and feelings of jail and doors closing to individual cells. Oral report on library trip and Mrs. Fisher's story. Written notes to Police Dept., and Utica Public Library, etc.
	IV - Democracy.	IV (a) Given all necessary information, contrast city council form of local government as opposed to City Manager form of local government.	IV - Read, study and discuss local government, mayor, city council, and look into forms. Group discussions on type of city council vs. City Manager? Hold elections in class - straw poles - take count. Exercise democratic process. Use democratic process when making decisions affecting class actions. Role play city council. Learn about voting machine in school.	IV - Social studies- Local government elections. - Creative Dramatics - role playing. Math - charts and diagrams.		IV - Interview Mayor. Research on cities with a City Manager form of government. Voting machine in Hughes school.	IV - Oral report on understanding of another type of city government. Oral report - knowledge of the democratic process in decision making. Oral discussion showing children how to use democratic process

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SOCIAL STUDIES **UNIT TOPIC** **LOCAL COMMUNITY** **GRADE/AGE LEVEL** **2nd GRADE 7-8 YEARS** **LENGTH OF UNIT** **This unit will take 35 weeks to accomplish, if done in depth.** **CONTINUED**	V - SELF IMAGE - Community workers - facilities and opportunities and the different kinds of jobs available in our community.	V - (a) As the community exists today, should more farming be done in our area? What in your opinion affords a better self-image? Or should the farming area be industrialized?	V - Figure out how many acres it takes to have cattle for dairy farming? Would this land be more profitable if a factory were on this land?	V - Math - Simple charts graphs. Social Studies - Map making.	V - Oneida County Extension Service, Orford Road, New Hartford, N.Y.	V - Oral report - Role play after research into whether we should be more industrial or more farming.
	VI - PLAY - Natural resources of an area provide recreation.	VI - (c) Because of the location of Utica, N.Y. identify the recreation areas in our community. (c) List surrounding lakes, mountains, rivers, in upstate N.Y. (p) Demonstrate physical use of parks - sports, tennis, any type of physical education - skiing. (a) Because of the natural resources that provide recreation, do you believe people want to come to this community?	VI - Diorama of Conkling Park - including ski slopes, slide area, togoggan. Draw a picture of surrounding lakes and mountains. Trip to Old Forge, N.Y. - Enchanted Forest. Learn to play game of tennis at Conkling Park.	VI - Social Studies - field trips. Art - Models Diaramas Pictures Sports - Physical Ed. - games fairplay	VI - Maps of city. Map of Adirondacks. Charter a bus for trip to Old Forge, N.Y. in the Adirondacks.	VI - Written report on the recreation areas of our community. Oral or written report on the nearby lakes, mountains, rivers of upstate N.Y. Discussion on attractiveness of our community, because of our natural resources.
	VII - GODS - People in a community worship God in their own way.	VII - (c) Does Utica have representation of three major faiths? Identify your place of worship.	VII - Role play tennis. Visit different places of worship. Celebration of holidays - make appropriate decorations. Read how holidays are celebrated in other countries. Write about them. Bake and cook holiday foods - of all religious faiths. Meaning of Jewish holidays. Purim-freedom from a tyrant king. Passover - exodus Chanukah - freedom.	VII - Social Studies - Holidays. Art - cutting and pasting decorations. Language Arts - Reading activity. Writing activities Math - Liquid and dry measurements. Social Studies - Holidays, field trips, area maps.	VII - Holiday Story Book - child study Assoc. - Thos. Crowell Co. Customs & Holidays Around the World, Dobler. The Story of the Jewish Calendar - Abelard-Schuman. Customs & Holidays Around the World, Dobler. Resource people. Temple Beth El, Utica, N.Y.	VII - Discussion of religious affiliation. Written and oral reports on holiday celebrations in homes and other countries. Discussion on meaning of various holidays. Role play.
	VIII - ENVIRONMENT - Culture of a community affects how its environment is used.	VIII (c) After studying the culture of our community, identify museums, historical societies, musical groups, children's theatre, players (theatrical) etc. (a) Do you believe that our community would benefit from financial benefactors in the arts? (p) Children demonstrate physically use of Art Institute, musical groups, theatre (children's) groups.	VIII - Trip to Oriskany Battlefield for historical purposes. Trip to Munson-Williams Proctor and Fountain Elms. Trip to Junior Museum - Oneida County Historical Society. Concert given by Utica Symphony. Players Group - New Hartford, Children's performance - role play.	VIII - Social Studies - Local Historical and cultural sites. Music - Listening to records, singing. Language Arts - Creative dramatics.	VIII - Oriskany Bartlefield, Oriskany, N.Y. M-W-P by local bus, Utica, N.Y. Junior Museum - bus - walk, Oneida Street, Utica, N.Y Players Theatre, Oxford Rd., New Hartford, N.Y. A walk in the neighborhood	VIII - Oral report of attendance at MWP - Art classes, children's theatre groups - attendance at concert. Role play art instruction, dramatics, etc.
	IX - ASPIRATIONS - Community bears responsibility to develop good schools, good roads, good services, etc.	IX - (a) After reviewing our school system, define what you would expect from a "good" school. (a) In your opinion will the "topics" program on the Parkway be beneficial to Utica?	IX - Visit a public school in a neighboring community. Write and discuss what children expect to get out of attending our schools - establish goals. Write letters to Department of Highways, Albany, N.Y. asking for additional information. Interview volunteer firemen of neighboring communities. Write to a Fire Insurance Company, to investigate differences in rates.	IX - Social Studies - visits to other schools. Cultural backgrounds in community. Language Arts - writing letters. Interviews. Discussions. Math - distance simple map reading.	IX - Whitesboro, N.Y. Westmoreland Road School. State Department of Highways. Fireman - volunteers. State Farm Insurance, Utica, N.Y.	IX - Oral discussion - What do you like about school? Are you happy about change in the Parkway? Written report or oral discussion on why you like to live in Utica, N.Y. Oral report on adequacy of Fire Department in Utica.

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SOCIAL STUDIES UNIT TOPIC LOCAL COMMUNITY GRADE/AGE LEVEL 2nd GRADE 7-8 YEARS	X - PREJUDICE - (a) We have many ethnic ties. (b) Communities follow certain sociological patterns.	(a) In view of our paid city "services", do you believe our police, fire departments are doing an adequate job? (a) If you had a choice, would you continue to live in this community? X - (c) Identify different nationalities in our area. (c) Differentiate between ethnic groups and where they live. (c) Can you identify housing projects in our area? Are they integrated?	X - Read and visit various ethnic groups that settled in our area. Visit Oneida County Historical Museum to see records and memorablia of Utica area. Invite to classroom, persons whose ancestors settled in Utica - write thank you cards, or notes.	X - Social Studies - Cultural and ethnic backgrounds. Locations.	X - Oneida County Historical Assoc., (a) Caernarvon - 1800-1914 - settled in Cornhill - Welsh. (b) Project suitcase - 1890-1914 Italian immigrants - Chamber of Commerce, Utica, N.Y. Invite noted historians of area and people who know their ancestry. Jewish Community council Utica, N.Y. Junior Mesuem - Indians of Mohawk Valley. Deutshe Verein. Polish American Society. Chamber of Commerce, Utica, N.Y.	X - Oral report on different nationalities in Utica. Oral report on different ethnic groups. Research parents - grand parents. Oral report on housing projects, and their physical location.
LENGTH OF UNIT This unit will take 35 weeks to accomplish, if done in depth. CONTINUED	XI - INTIMATES - The well being of a community depends upon how well man gets along with his neighbors locally and with neighboring communities.	XI - (a) In your opinion, do we have the same culture as neighboring communities? (a) Compare our community with a neighboring one. (c) After studying maps of Utica housing projects, list the names of the housing project and its location in Utica.	XI - Visit restoration going on in Rome, N.Y.; take pictures. Visit different neighborhoods in different parts of Utica. Buy and taste different foods in Utica groceries and delicatessens, i.e. Polish German Italian Lebanese Jewish (Chic. Mkt.) Visit different housing projects. Note number of blacks, whites, older people, etc. Make a model of housing for elderly. Role play as to possible changing housing patterns.	XI - Social Studies - Visitations, speakers. Math - Money problems, buying. Home Economics - Cooking activities. Art project - models. Creative Dramatics.	XI - Oneida County Historical Assoc. Rome Historical Ass'n., camera needed. Utica Transit Co.-buses. Parents help drive to groceries and delicatessens. Ask parents to help drive Utica Transit Co., buses chartered buses - Gillmore Village- Matt Apts., Adrean Terrace, Goldbas Apts., Washington Cts., Humphrey Gardens. Scrap lumber - Clay - cartons - paint. A New Home for Billy - Justus.	XI - Oral report on culture - research on families. Oral report on our community vs. Rome, N.Y. - Similarities and differences. Oral report on housing (city) projects - their location, age group, schools attended by children living in projects. Oral report on possible change of number of blacks living in one project. Could this trend be changed? Craft project relating to needs of the elderly, rails, ramps, handles. Puppets - child role playing and their willingness to role play to change housing patterns.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREA	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
HEALTH **UNIT TOPIC** **HUMAN BODY** **GRADE/AGE LEVEL** 8 - 12 3rd Grade **LENGTH OF UNIT** 6 Weeks Submitted by Phyllis Rosenthal, Emilie Simonetti, Kernan School & Paul Angerosa, Roosevelt School & Catherine McCurn, Potter School	**MAN AT WORK** (concept) The body is really a machine **MAN AS AN EXPLORER** **MAN AND HIS SELF IMAGE** 1. We can discover new and wonderful things about our bodies. 2 The child shall be able to label the basic skeleton (1. skull, 2. spine, 3. rib cage, 4. hip bone, 5. name at least 1 joint, 6. Label the extremities ("arms and legs, etc."). Strands **MAN IN HIS PHYSICAL ENVIRONMENT** 2 Movement is essential to man's survival	Cognitive The child shall be able to identify the organs of the body such as heart, or gans of the digestive system and lungs. Cognitive The child shall be able to understand the simple function of the vital organs Psychomotor The child shall be able to reproduce the different beats of the heart after various activities such as 1. Running. 2. Sitting. Sensory, psychomotor 1 The child shall be able to point to the area on his body in which is found (1. skull, 2. spine, 3. rib cage, 4 hip bones, 5. point to at least 1 joint and 6. point to his extremities ("arms legs"). 2. Affective The child will recognize the need of muscles to move the parts of the human body.	3 (a) The child shall construct a stetescope from a funnel and rubber hose (or paper cup) and listen to each other s heart. (heart) (psychomotor) (b) The child shall construct a "Chest Cavity" using orange juice frozen card board (12 oz.) for ribs papier mache for the heart, and ballons for the lungs (psychomotor) (c) As a class project a facsimile of the digestive system will be constructed using cardboard tubing from paper towels (esophagus) plastic bag for the stomach plastic tubing for the intestines, to demonstrate its various organs * (d) To demonstrate the function of the digestive system solid or semi solid food may be inserted into the above structure *Reasoning skills recognize regularity pattern and order (3) The child will feel his pulse and tap his foot simultaneously while sitting and then after running in place (3) The child will clap or use rhythm instruments to reproduce the constant beat of his pulse - while and after running to recognize a different tempo (reasoning skill produces series follows through on multi step activities) 1. Play "Simon Says" and discover through the sense of touch the various basic skeletal bones. 2 Discuss pg. 24 in "Health and Growth" Scott Foresman & Co Julius Richmond, N D, Elenore M A Irma Fricke RNMS. 3. Using a transparency or a cardboard Halloween skeleton, discuss the need for the bone structure (EX what would your arm be like if you had no bone. Demonstrate by using a stuffed doll) 4. Discuss the rib cage as a mechanism for protecting the delicate organs. 5. Show a film such as "Your Bones and Muscles". 6. Using salt dough make a model of the Human Skull. 7. After having learned about the basic skeleton, the children will visit the x ray laboratory of a hospital to observe x-ray or invite an x ray technician to show and explain x-rays to the child. 2. (a) By constructing a cardboard Marionette, show that the human body would be immobile without muscles. Materials use popsicle sticks, string, and brass fasteners for joints. String for movement. (b) (Cognitive). Muscles Help Bulletin Board: "Your Movement" Bring in pictures how muscles help in movement. (c) (Cognitive). Invite a physical Therapist or visit a physical therapy clinic to demonstrate the work of the muscles.	ART Construction of Digestive System and Chest Cavity MATH (Measure of various parts) 1 MATH Using the number of ribs to construct math problem. 2 By counting the bones in each phlange make up multiplication and division equations 3 ART By working with salt dough 4 MUSIC "Dry Bones". (2) ART Marionette	1 The class will role play a situation in which a problem is posed and shall determine a choice of action as to what shall be done Ex. (Role Playing) A group of children are playing touch football, one boy falls and his leg is twisted in an abnormal position and causes great pain Ask the children what they would do under these circumstances List the things that they might do. From those alternatives choose one course of action Substantiate your choice. What will happen to the injured child and will it affect his future. (Value Confrontation) Reasoning skills predicts outcome produces cause and effect relationships. (Recognizes the need for choices). (2) The child will recognize that without his muscles he would not be able to 1 Swim 2 Jump rope or 3 Play basketball (Identifies Alternatives). 1 Administer a pretest designed to allow the child to select an activity most enjoyed by him and primarily dependent upon muscle activity. (Analyzes Alternatives). 2. Follow the pretest with a group discussion in which the child defends his freedom of choice.	Same as before plus Music Chart I and II plus assistance of the music teacher to explain relationship of air intake into lungs for singing. Health and Growth Book 3 Julius Richmond, M D Elenore Pounds M A., Irma Fricke, RNMS Scott Foresman and Co. Follett, Robert 1961 "Your Wonderful Body" Scott Foresman - The True Book "Your Body and You" 1959 Philip Balestrino, "The Skeleton Inside You" Thomas Crowell 1972. X rays - pictures. Human Body Kit #650 K $29.95 "The Instructor" Parts of the Body #633,$3.95 "The Instructor" "The Skeleton Inside You" Philip Balestrino. Thomas Crowell, N.Y. 1971. "Controls in Your Body" Navin Sullivan Lippincott 1971 "The Human Skeleton", Benj Schuman, M D 1965 Antheneum New York The Modern Dance Class at the Y.M.C.A. may be invited to demonstrate in the classroom or class may visit in session at YWCA.	Construct a matching test. Col A will be the organs Col B will be the function and then the child shall be able to match at least four organs to their corresponding function 2. Given an outline of the basic skeleton the child shall be able to label correctly at least 5 of the bone structure. (The children shall be given a list of words to choose from) 1. In a group situation with the teacher, the children will be asked to place their hands on their 1 Skull 2. Spine. 3. Rib cage. 4. Hip bones. 5. Joint. 6. Extremities (2) Write a short story and tell what muscles Hank Aaron would use to hit a homerun. In the story, the child will include at least three muscles Ex. feet leg and arm. Write a short story about a modern dancer or ballet dancer, and tell what muscles would be used.

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LANGUAGE ARTS **UNIT TOPIC** **THE DEVELOPMENT OF CREATIVE WRITING** **GRADE/AGE LEVEL** 3rd Grade 8-9 Year olds **LENGTH OF UNIT** 3 Weeks Submitted by: Eva Rosenberg, Hughes School Jennie Joseph, Brandegee School Joyce Wood, Hughes School	**MAN & HIS SELF IMAGE** **MAN & HIS ASPIRATIONS & FEARS** A child's creativity can be developed by encouraging his freedom of expression in story writing. II. **MAN & HIS PHYSICAL ENVIRONMENT** **MAN AT PLAY** **MAN AT WORK** A child's creativity can be developed by encouraging his freedom of expression in poetry writing. III. **MAN AT WORK** **MAN & HIS PHYSICAL ENVIRONMENT** **MAN & HIS INTIMATES** A child's creativity can be developed by encouraging his freedom of expression in letter writing. IV. **MAN & HIS ASPIRATIONS & FEARS** A child's creativity can be developed by encouraging his freedom of expression in the reporting of literature.	B Cognitive Spatial Reasoning. The children will recognize perspectives see relationships among objects perceived from different points of view. Given 5 character traits (generosity, selfishness) the child will be able to identify at least 4 of these traits in 1 character. (Cognitive and affective). Given a list of 5 major events in a story, a child will be able to list them in sequential order with 80% of accuracy. Affective. Given a list of 10 questions, the child will be able to recite his own thoughts and ideas into the discussion of the story listing at least 5. Given a story, a child will tell why he liked or did not like the story and discuss his feelings about the story, giving 3 reasons why or why not, to a 100% of accuracy. Psychomotor. Given a story, the child will act out the main events of the story eliciting at least 3 events to a 100% of accuracy. Cognitive & affective. Given 10 pictures, the child will write 5 lines of prose to describe his favorite picture with 80% of accuracy. Given 2 records to listen to, the child will write 5 lines of prose to describe the record he enjoyed most, giving 5 reasons at least. Affective. Child will criticize a poem read by the class. (Affective & psychomotor). Child will perform a dance to go with a chosen poem. (Affective & psychomotor). Cognitive. Given a list of 5 people to write to, the child will write a friendly letter to one person with 80% of accuracy. Given a choice of a thank you note or an invitation to a party, the child will choose to write one with 80% of accuracy. Affective. Child will initate letter writing to children in another school in the same age group. Psychomotor. Given materials, the child will construct a mailbox in which to mail letters to friends. Cognitive. Given a choice of two books to read in class, the child will choose one and orally recite to the class the main sequence of events, with 75% of accuracy. Affective. - Given a story, the child will question the outcome and decide whether or not he liked the way it ended, giving 3 reasons for his choice. Given materials, the child will make puppets to enact puppetry to go with his book. (Psychomotor).	I. The children will listen to a story and draw pictures of chosen characters as they see them. II. Make a collection of headlines from the newspaper which might suggest nursery rhymes. III. Have children write to a Zoo animal, any animal they choose in the Utica Zoo. Have children write to a friend choosing a place to visit which the child would accept. IV. Have children deliver an oral book report to a class based upon a book chosen in the Library, involving characterization etc. and giving 3 reasons why they liked the book.	**READING** Stories, Poems read. **MATH** Computing costs of food, transportation etc., for animals (re valuing experience) also measuring quantity and space same **SCIENCE** Learning about habitats of animals and climatic conditions of habitat. **SOCIAL STUDIES** Same **MUSIC** Songs and records as stated in resources. **ART** Making of puppets, mailbox, drawings of characters in stories.	A child may give an "elephant party" for his newly acquired elephant and he may invite only 5 animals to the elephant party, he must take into consideration a site for the party, what animals would get along with his elephant, and what refreshments to serve. He may choose among many, snake, tiger, unicorn, zebra, mouse, camel, lion, deer, buffalo, parrot, bear etc. He must consider: Lack of room. Sufficient water supply. Similar foods. Cost of party. Transportation. Compatibility. Communication possibilities. Sanitation area. Pollution control. Climate-habitat. Once the selection is made, can the child defend his choice? If objection is made to his choice of animals (perhaps his mother says "no" to inviting 5 more elephants) can the child then rethink his choice?	From J. F. Hughes Library **TAPES** Imperial Productions Inc. A. Palace In The Sky 1 Cinderella. 2 The Ant and The Grasshopper. 3 Epaminondas. 4 The Little Red Hen. **RECORDS** Dr. Seuss Presents (RCS Caedmon) 1 If I Ran The Zoo. 2 Tom Thumb, Rumpel-stiltskin and Other Fairy Tales by Grimm (Caedmon). 3 The Best In Children's Literature (Bowmar). 4 Peter And The Wolf, (Happy Time Records). **FILMSTRIPS** 1 Mother Goose Rhymes (Eyegate House Inc.) 2 Stories of Famous Poems (Eyegate). 3 Poems For Children (Eyegate). 146-01 Archer Ave., Jamaica, N.Y. 11435 **TAPE** 1 Poems (Eyegate). 2 Famous Poems (Eyegate). BOOKS (Literature, Poetry, Letter Writing, etc.) Flair, (Elementary Creative Writing) Educational Service, Stevensville, Michigan, 1973. **BOOKS** 1 Charlotte's Web - E.B. White, A Dell Yearling Book 1952. 2 Stuart Littel, E.B. White, Harper Row, 1945. 3 Trumpet of The Swan, E.B. White 4 Five Chinese Brothers. Talk To The Animals Dr. Doolittle Record And Book.	I. The children will give a written report of a story concerning the characters he liked best or least with no more than 5 reasons why he chose that character. II. The child will be given a group of words and will write one stanza of prose. III. The child will render an oral report reading his letter to his cousin thanking his cousin for sending the elephant. IV. The children will act out in a dramatic experience a scene they did or did not like from the book.

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MATH UNIT TOPIC TIME GRADE/AGE LEVEL 3rd Grade LENGTH OF UNIT 3 Weeks Submitted by: Angela Fontana, Dorothy Seely, Rosalie DiMeo Kemble School	The concept Time fits into all strands of Man And His World. Time is recorded in different ways throughout history. II. Time regulates and records the Activity of Man. III. Time is recorded and measured by a clock using hours, minutes and seconds. IV. Time recorded for a year is measured by a calendar.	Affective, sensory, psychomotor. Given a story from the book Sundials, describing the history and background of telling time each student will become a member of a group which will act out their understanding of a certain phase of telling time. Given the idea of designing a mural, each child will join a group and reconstruct a telling time process used over the ages. Cognitive, sensory, psychomotor. Given the schedule of the teacher's day for a Saturday on the blackboard, the child will construct his schedule for his own activities on a Saturday including 5 activities. Each child is to write a sentence choosing his best time of the day and the reason he chose it. Affective, sensory, psychomotor. Given the time schedule of his school day, each child will either criticize or praise the structure of his day at school writing at least 6 sentences pro or con to substantiate his attitude. Cognitive. Given 10 blank clocks, each student will draw hour and minute hands on each showing dictated times doing 8 accurately. Given a cardboard play clock with moveable hands, each child will show before and after the hour according to the hourly stated times, doing at least 8 out of 10 accurately. Sensory, psychomotor, affective. Given a paper plate, large and small hands, brass fasteners and crayons, each child will design and decorate a clock showing his favorite time of day. Explain in one sentence why it is his favorite time. Given a filmstrip, "How To Tell Time" about clocks after previewing each child will write a paragraph describing in 5 sentences what he learned from the filmstrip. Psychomotor. Given a series of filmstrips on the seasons, Spring, Summer, Fall and Winter, each child will construct a scrapbook consisting of cutout pictures of each season of the year with enough of a variety to be accepted as complete. Given a sample outline of a calendar, each child will construct, using a ruler for size, numerals, days of week ... one month's calendar with at least 30 days noted and 4 weeks indicated to be accepted as accurate.	I. Have a contest for unusual clocks. Listen to stories about time from the book Sundials. Make a mural showing the history of timing devices. II. Examine the school registrar and make a class attendance chart. Perform rhythm activities keeping time to the record. Share Aesop Fables Tortoise and The Hare. III. Manipulate a large demonstration clock showing halves and quarters of clock, before and after side. Make own clocks out of paper. Read Math text re-Time. Sing songs about time ------ Past Three O'Clock Hundred Years Ago Play a game - Clock Quizmo. Time a race. Time a speed test on multiplication. Play a game in groups using flash cards for time. IV. Construct a scrapbook consisting of seasonal pictures. Make a calendar for one month. View filmstrips on the seasons. II (Con't.) Say in a round "Hickory Dickory, Dock" Dramatize the play "Tick Tock Town"	LANGUAGE ARTS Writing ART Clock Construction. MUSIC Singing. HEALTH Physical Education - dram. Activities. SOCIAL STUDIES SCIENCE Study of seasons.	You will have 1 hour of time to do anything you would like. The problem is what activity will you do within this hour of time. Child will list his alternatives, the consequences of his choice, and the criteria of his choice.	From Kemble Library. BOOKS (Tchr's Ref.) The Mystery of Time - Harry E. Neal . Pub. Julian Messner - N.Y. 1956. Sundials (Good illustrations) Roy K. Marshall - MacMillian Co. N.Y. 1963 Time For You - Duane Bradley - Lippincott Co., N.Y. 1960 Resource Article - Encyclopedia Britannica Ed. Corp. 1969 - Encyclopedia Britannica - Section "Measuring" The Clock We Live On - Isaac Asimov - Abelard Schuman, N.Y. 1965 World Book Encyclopedia 1972 ed. Book T No. 19, p. 226. Clocks Tell Time - Alma Kehoe Rock - Scribner 1960. BOOKS Mathematics 3 - Gundlach, Buffie, Denny, Kempf, 1968. Aesop - Edward W. Dolch, Gerrard 1951. Play - Tick, Tock, Town - A play from "Plays" - The Drama Magazine for Young People. Plays Inc. - Boston - Mass. Sept. 1973. Time and Measuring - Adelaide Holl & Seymour Reit - Western Pub. Co., 1970. Let's Think About Time - Jane Hart - Judy Varga-Hart Pub. Co., N.Y. 1965 Seasons - Peter Sauer - Coward McCann Inc. 1969. READ TO CHILDREN: Time Machine To The Rescue - Donald Keith - Putnam's Sons, N.Y. 1967. RECORD Mechanical Rhythms Selections: Clocks (Medium, small, large & naughty) Bowmar Records 622 Rodier Dr. - Glendale, Calif. FILMSTRIPS Measuring Time by the Sun and The Stars - Encyclopedia Britannica Films. Fall, Winter, Spring, Summer - SVE 1969. Arithemetic Series - Set 2 - Telling Time - How To Tell Time - Hours and Half Hours Part I - Minutes Part II, McGraw Hill Filmstrips.	Write a paragraph of 6 sentences listing the time process used through the ages. II. The child will write a report in no less than 6 sentences criticizing or praising the structure of his school day. The children will present the play, Tick, Tock Town. III. The child will be given an objective test wherein he draws in the hour and minute hands on 10 blank clocks from the dictated times to a 90% of accuracy. Each child will make one unusual clock and one play clock to 100% of accuracy. III. & IV. After viewing a filmstrip on Time, each child will write a paragraph describing in 5 sentences what he learned from the filmstrip. IV. Each child will draw a calendar for one month with at least 30 days and four weeks indicated to be accurate.

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SCIENCE **UNIT TOPIC** SOUND & LISTENING **GRADE/AGE LEVEL**: 3rd Grade **LENGTH OF UNIT** 6-8 Weeks (3 times a week) Submitted by: Diana Dacquino, Wetmore School Soraida Garcia, Mary School Lulu Sessum, Brandegee School	1. MAN & HIS COMMUNITY Listening, understanding and appreciating the sounds in daily living in the surrounding community. 2. MAN IN HIS PHYSICAL ENVIRONMENT To make and understand sound you must know how in the environment the sound is produced. 3. MAN IN CONFLICT Misinterpretation of sounds can produce a lack of communication and result in conflict. 4. MAN AT PLAY Through play, appreciation of the importance of listening to sounds (i.e. following directions, vocal participation in cases, is essential). 5. MAN & HIS INTIMATES An appreciation or empathy for the need of better listening habits to result in better communication among human beings. 6. MAN AT WORK Sound is a basic medium in man's tasks. 7. MAN AS CREATOR & EXPLORER Man creates the sounds he produces and explores the means by which they have been produced. 8. MAN & HIS SELF IMAGE Realizing what one is saying is important, and having the confidence to speak and know one is contributing to a conversation. 9. MAN & HIS ASPIRATIONS & FEARS Sound is the basis for communication leading the individual to a fulfillment of present and future endeavors.	1. a. (Cognitive). Given the classroom environment, the child will listen and describe orally the sounds he hears. (b) (Cognitive). Given the outdoor environment, the child will list the sounds he hears *everyday, and des*cribe what they mean. (c) (Affective) Given an emergency situation, each group of students will describe what sounds are necessary to remedy the situation. 2. (a) (Psychomotor) Given a piece of paper, pencil and rubber band, each child will produce a sound and orally explain how they made it. (b) (Affective). Given a ruler, two different thickness of rubber bands, student will discover which makes a higher sound. (Greater frequency of vibration - higher the pitch. 3. (Affective). Given an ordinary sentence, stated with two different intonations, i.e. PLEASE SIT DOWN or Please sit down, the students should identify two different reactions or respond to the different intonations in different ways. 4. (Cognitive psychomotor). Given directions for a new game (individual) they will complete the game to 100% accuracy, hav heard the directions 1 time only. 5. (Affective). Given a pre-made tape (described under Activities) the students will follow	1. (a) The class will sit with eyes closed for 1 minute, and then give round the room examples of sounds he heard (Also Film strip "Sounds Around Us") (b) The class will begin a notebook comparing indoor and outdoor sounds. (c) Groups of students will pick out of a hat one emergency situation (teacher made, i.e. fire in back of closet) and either describe, list, make the sounds orally or in a pantomine that would be heard or needed during the emergency. 2. (a) Each child will demonstrate the sound he devised and explain how he made the sound. (b) Students will write a short paragraph stating which sound is higher and their reason why they made that choice. 3. Separate the class in half, dictate one half to SIT DOWN, beg the other half to please sit down. Discuss orally the different reactions, and how different people can misinterpret words we say if we're not careful. 4. The word LISTEN will be written on the board. The directions for the game are dictated orally by teacher. 1. Find as many words as you can out of the word LISTEN ending in "t". 2. Your words must be at least 3 letters. 3. Each letter may be used only once in a word. (Possible words set, sit, lit, list, nest, let, lint, sent, slit, lent, inlet, etc.) 5. The students will be asked to listen to a lesson done on the tape by another teacher in another 3rd grade class. The tape will be made by the teacher of someone giving directions for a task, the class listening will be interrupting, talking, asking questions, etc. while the directions are being given. The class will be asked to follow the same directions as the teacher on the tape is giving. They are expected to follow and do the same work task. Discussion will follow about why the teacher couldn't be heard and what should have been done about it, etc. 6. Divide children in groups, give each group a specific type of occupation and then have each group make a list of the sounds they might hear or use if they were the person doing the job. 7. Class will make instruments for a class band (i.e. hum through a comb, shake beads in a can, beat pencils, tap spoons, etc.) 8. (a) Have 5 taped readings of the same paragraph, all different, a high, squeaky voice, a bass, a monotonous voice, a male voice and one "interesting" voice. Class will discuss best and reason why. (b) Have enough different topics ready for class to choose one each, such as "How to Make a Peanut Butter Sandwich". Each	1. SOCIAL STUDIES The Community (a) Daily Sounds (b) Firemen (c) Policemen ART Notebook cutting and pasteing pictures of objects that make sounds for notebook ENGLISH Labeling and paragraphing descriptions for notebooks READING Distar Story 3-1 McMillian "Taranutal Story" (Emergency). MUSIC 2. SOCIAL STUDIES Compare types of sounds that would be heard in tropical rainforest, deserts, plains, mountains, and grasslands. ART Add to notebook pictures of materials, activities, and steps of experiment. ENGLISH - oral READING - Inference Skill-Sound produce by vibration. MUSIC - For all related music experiences, see separate attached sheet 3. SOCIAL STUDIES - Types of communication to express man in danger (a) drums (b) telephone (c) radio (d) television ART Add to notebook (student drawn cartoon conflict pictures ENGLISH - Writing captions for cartoons READING - Social Studies MUSIC 4. SOCIAL STUDIES Learn about games played in rainforests, deserts, plains etc., and how sound is important. ENGLISH - Spelling and listing words correctly for the game. READING Reading stories in supplementary books about children at play. Sequence in following directions. 5. SOCIAL STUDIES - Learn the names of the languages of the people of the rainforest, desert, etc. good listening habits in every language lead to better communications. ART - Add to notebook two pictures of a listening group and a noisy group. 6. SOCIAL STUDIES Children will include in their list an occupation they would have if they lived in the desert, rainforest, mountain, and include one sound they would hear. ENGLISH Spelling of sounds and occupations. ART Include in notebook a picture of their favorite choice of occupation.	1. c. Given an emergency situation such as a younger brother or sister falling down a stairway and breaking a leg, the students decide what to do. Step 1 - Recognizes Need for Choice. Each group will decide what to do, i.e. leave child, call neighbor. Step 2 - Each group will list the alternatives - wait with child, call taxi, and take to hospital, run home and tell mother etc. Step 3 - Each group will list consequences of alternatives and state the choice and reasons. Step 4 - If your choice couldn't be done, or would not work - which alternative would then be best? Step 6 - Using response form, ask students to choose which of the decisions he might use in the situation after discussion.	1. a. An introduction to Sound Filmstrip, Part I - Record Band I "Sounds Around Us". Singer SVE. (b) Use magazines to supplement note books with pictures. (c) Nothing but the teacher made supplies. Also supplement with Sounds Around Us Filmstrip and Cassette # 105. (At Brandegee). 2. a. Paper, pencil, and rubber band. An Introduction to Sound, Filmstrip, Part 2 - Record Band 2 - "How Sounds are Made". 3. a. Listen - Filmstrip and Cassette, Part II. Guidance Associates 534, 1970. 4. Paper, pencils, word written on board. 5. The Best in Children's Literature - Record. Side 2 - "The Loudest Noise in the World". 6. Listen/There are Sounds Around You Parts 1 & 2. Have various jobs for discussion ready to talk about at outset. 7. a. Any type of materials in the room or brought from home for making their instrument. b. Sights and Sounds - Record Side 2 (Descriptions of how sounds are made). c. Introduction to Sound - Filmstrip - Band 3 - "How Sounds Differ". Singer - SVE 8. Intro to Sound Filmstrip - Band 4 "How We Hear Sounds" 9. As a finale to the unit 1. Musical presentation of class band 2. Movie - "Listening" UT 219.	Evaluation for Reasoning Skill. 1. (a) Each child must contribute sound to conversation. (b) Each child makes a list of at least five sounds from outdoor. (c) Have each group tape record conversation and identify who is speaking, so teacher can evaluate each child's contributions. 2. (a) Teacher evaluation of each child's sound and explanation. (b) Test question. Would a larger bell or a smaller bell make a higher sound? Why? 3. Write a paragraph telling "How You Know Mom is Mad at You". 4. Teacher grades list - all words must comply with directions for passing. 5. Each child must list 4 things to do to be a good listener. 6. Teacher evaluates list - must include why those sounds are necessary or heard. 7. Students will answer the following question in written form (1 sentence, more if necessary) "How is Sound from a Drum Produced"? 8. (a) Panel Discussion - One person talking about one of the voices - total panel of 5. (b) Teacher evaluation of written paragraph. Class evaluation of oral presentation. 9. Teacher Evaluation - particulary the accumulated notebooks (See Art).

CONTINUED

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SCIENCE **UNIT TOPIC** **SOUND & LISTENING** **GRADE/ AGE LEVEL** 3rd Grade **LENGTH OF UNIT** 6-8 Weeks (3 times a week) Submitted by: Diana Dacquino, Wetmore School Soraida Garcia, Mary School Lulu Sessum, Brandegee School	the directions and/or discuss why he couldn't follow the directions (Affective). 6. (Cognitive). Given a list of jobs the child will list the sounds necessary to perform the job. (i.e. heartbeat, patient's problems, name being paged, etc., for a doctor). 7. (Cognitive and psychomotor) Given a violin and guitar, the student will identify 3 ways to make the string vibrate (pluck, hit, rub) and describe how the sound was made. 8. (a) Given 5 voices reading the same paragraph, the students will choose and discuss which voice they enjoyed listening to the best and why. (Affective). (b) (Affective). Given an oral presentation problem, the child will write a paragraph describing how he would speak and present the information so the class will listen. 9. (Affective). Given the title, "What I Will Be When I Grow Up", the students will describe the sounds and events they may need to accomplish their goal.	will prepare to make his presentation in a special way to keep class interested. 9. Write stories describing, or tape stories including the sounds on the tape, or an oral pantomine presentation.	READING Read information about various kinds of occupations they chose in supplementary books library or room library 7. ART Constructing instruments 8. SOCIAL STUDIES Discussion on the different tone of voices community workers use at different situations. ART Children make a collage of people's races showing anger, happiness, sadness, disappointment, etc. ENGLISH - Punctuation, sentencing construction and paragraphing. READING - Oral presentation by children. MATH - Steps in solving math word problems, deciphering written communication and understanding what is being asked for in a problem. 9. ART - Clay model of a sound instrument they would require for their chosen occupation. ENGLISH - Written stories. READING - Independent reading list. MATH Comparison of occupation which deals with math with those that don't.

(Since music is so closely related to Sound and Listening, we've listed separately the integration of music into this particular unit, with the help of Vera Brindisi, music teacher Wetmore)

2. Demonstrate pitch variation according to 1. length, tension of a string 2. length of a pipe or tube, 3. tension of a drum head, and relate these to proper instruments.

3. Select a melody or simple melodic pattern, play it at different tempos, with different tempos, with different instruments and various combinations of instruments, loud or soft, without various accomplishments. Discuss the different meaning of the sound.

4. Listening training via melodic and rhythmic rate pattern echoes and/or writing from dictation. By increasing length of fragment heard, skill can be developed to a high point.

5. Attend a concert, have a discussion on reactions of audience. Also, discussions: music as the universal language - regardless of language spoken there is communication through music.

6. Work songs - rhythmic pulse helps workers to "pull" together, also, helps ease boredom of monontonous jobs.

7. Create a sound composition using ordinary objects, combs, keys, pencils, etc. Organize sounds into rhythms and design piece in a specific form.

8. Self-image. In class encourage solo or small group singing for confidence. Public performance and choir work are of prime importance in this area.

9. Discussions & explanations about music and life possible choir singers, band players, concert going. How knowledge makes this meaningful.

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SCIENCE UNIT TOPIC PHOTOGRAPHY IN NATURE STUDY GRADE/AGE LEVEL 3rd Grade 8 Year olds LENGTH OF UNIT 6 Weeks Submitted by: Gail Lewis, Washington School	**MAN IN HIS PHYSICAL ENVIRONMENT** Man and living things are interdependent in their environment. **MAN & HIS COMMUNITY** Plants and animals live together in communities. Plants and animals live in a particular environment. Living and non living things are interdependent in their environment. Living things use food, grow, breathe, reproduce and move. Plants and animals maintain a balance in nature. **MAN AS CREATOR & EXPLORER** Man uses photography as a means of "record keeping with light".	1. Given the list minerals in soil, water, air, sunlight, the children will make a chart of plants' needs, and his own needs to an 80% of accuracy 2. From a list of 10, children will select a minimum of 5 ways plants and animals live in a partnership 3. Given a specified list of environment - desert, tropical, polar, the children will list 5 living things and the reasons for adaptation for each of these specific environments to an 80% degree of accuracy 4. Given a photograph of a barren wasteland, the children will design an ideal community of living and non-living things that would make life suitable to their needs. 5. Given a camera the child will take 10 pictures of those things that he considers to be beauty as shown in nature. 6. Given a list of 10 plants or animals, the children will choose one and construct a bulletin board tracing the food chain of that particular plant or animal to a 90% degree of accuracy. 7. Given a camera, the children will take snapshots of 5 animals and describe at least 1 way in which each animal is important in the balance of nature, and 1 way in which each animal is protected from its' enemies.	1. Two samples of soil will be collected, a sample from around the root of a plant, and where no plants are available. Which sample would include living samples and why, in accordance with concept 1? 2. The children will be shown a community of plants and animals living and working together, from here designing one of their own exploring the mutual life and growth patterns 3. Fungus plant cleans up a community. Experiment on growing molds. 4. The child will be given the opportunity to choose the animal he sees as his "favorite" and create an individual food chain bulletin board of that animal. 5. We are linked to our environment by water. Through creative writing, show how polluting affects us all. 6. Balance in nature-read the book "Hide on camouflaging. Make a chart of the animals and their coats of secrecy. 7. Filmstrips. 8. Given 8 varying items from the immediate surroundings, chart them living, non-living and why? 9. How many seeds does a plant produce? Each student opens a fruit or vegetable and counts the seeds. Guess how many plums or apples a tree has? Photograph a tree. Count the fruits in the picture. Guess how many plants would grow if each seed became a plant. 10. Photograph 20 different animals and tell how they protect themselves in nature. (camouflaging). 11. Take 15 different pictures in the community. Make a scrapbook explaining how man is helping or is not helping his community by way of: (a) Protection of animals and plant communities. (b) Pollution. (c) Chemicals. 12. Tape lessons - discussion periods to follow. 13. Filmstrip - Discussion periods to follow.	ART Food Chain Bulletin Board Animal Chart. Photography. Scrapbook MATH Classification. Counting. Multiplication. LANGUAGE ARTS CREATIVE WRITING	Given a land site the children must build an animal community. It may be a tropical, wet tropical, dry or forest community, but they must over populate one animal grouping. Consideration of food availability vegetarian or prey availability of water shelter protection how many newborn reproduced in a given time climate. Decision based on possibility of extinction of other groups, security for that group of animals, satisfaction of basic needs. Internalization. Re-evaluation.	From Washington Library. (1) Library Book. Hide. (2) 3 Filmstrips Eyegate Sociological Science Series It's Our Island (Globe Book Co. 72) 4. Classroom Laboratory: Concepts In Science - Harcourt, Brace & World, 1970. 5. Eye-Gate Transparencies, 3M transparencies, (a) Plant Life. (b) Animal Life. (c) Food Cycle. (Jamaica, N.Y.) 6. Encyclopedia of Tapes. (a) Seeds. (b) Plant Life. (c) Animals (Homes and Protection). 7. Kodak Instamatic Camera.	1. Craft Project. The children will be constructing a bulletin board of the food chain thus showing their understanding of it. 2. Craft idea - from discussion on the interrelation of plants and animals, the children will design a community from a barren wasteland incorporating ideas on: (a) climate (b) Compatible plants and animals. 3. The children will preview a filmstrip and tape on seeds and be asked to answer questions on the growth of a seed in diagram form. From what you have seen show the growth of a seed in poster form. 4. Essay test for objective 3. Listing reasons for adaptation to particular environments. Ex.: In what ways is the camel able to function in a desert environment. Why would a lion have a difficult time?

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SCIENCE **ECOLOGY** **UNIT TOPIC** **WATER POLLUTION** **GRADE/AGE LEVEL** Grade 3 **LENGTH OF UNIT** 4 Weeks Submitted by: Clara Bahr, Loretta Tagliaferri, Conkling School Bonita Lewis, Violet Marano, Roosevelt School Linda Washburn, Gertrude Bonomo, Albany School	**MAN & HIS ENVIRONMENT** **MAN AT WORK** **MAN & HIS COMMUNITY** **MAN AS CREATOR, EXPLORER** **MAN IN CONFLICT** **MAN AT PLAY** I. Water is essential for life, health, work and play. **MAN & HIS SELF-IMAGE** **MAN & HIS FEARS & ASPIRATIONS** **MAN & HIS INTIMATES** **MAN & HIS GODS** II. Water is conducive to man's search for self-fulfillment.	A. Cognitive. Given a list of 8 causes of pollution, the child will be able to identify 4 causes of water pollution to 75% accuracy. B. Affective. Given a field trip to a reservoir and follow up discussion, the child will be able to describe how others help us obtain water and include at least 3 out of 4 basic facts. 1-Sources of water. 2-Process of purification. 3-Distribution of water to homes, inc. C. Psychomotor. Given a demonstration by instructor from the Junior Museum, thw child will be able to select by sight and smell, the one glass out of 4 that contains pure water with 100% accuracy.	A. 1. Arrange letters of alphabet on bulletin board. Use caption, "Water Pollution A Grave Problem". Children cut gravestones from oaktag. As sources of pollution are discovered during the unit, children will print them on grave stones and pin under appropriate letters. 2. Follow up information concerning causes and effects of water pollution. 3. Research information concerning causes and effects of water pollution. Reasoning Skill - Implication Reasoning. 4. Write short story about one of the causes of water pollution, its effect and a solution. B. 1. Arrange a field trip to the reservoir to learn about stored water and how it is purified. 2. Present filmstrip, cassett, and pictures which depict the importance of water to a recreational place such as the seashore. 3. Prepare a scrapbook of magazines or newspapers which show how water is used in the home. 4. Construct a written chart to show the ways in which water is conducive to cleanliness and good health. C. Arrange a field trip to water sewage treatment plant to discover process by which polluted water is purified. Use correlated story "Water Too Unclean To Use" from Water by Ivah Green. (a) Have Jr. Museum personnel give demonstration on causes and effects of water pollution and its known solution. (b) Construct charts to illustrate causes of pollution. (c) Draw pictures to illustrate one of the causes of water pollution. (d) Collect pictures from magazines showing water pollution. (e) Children take photographs of water polluted areas in the community.	Cognitive **ART** 1. Cutting out letters B. **READING** 1. Word identification of ecological terms. C. **WRITING** 1. Writing for labeling for bulletin board. D. **READING** A. Dictionary skills. B. Words and meanings. C. Application of skills involved in researching information. E. **LANGUAGE ARTS IN CURSIVE WRITING** Reading to share experiences. II. Affective. A. **SCIENCE, SOCIAL STUDIES, READING** Stories on purification of polluted waters. B. **ENGLISH, MUSIC** Oral expression of "Keep Our World Clean" My Weekly Reader. C. **ART**: Cutting out and pasteing of pictures. D. **MUSIC** - Song "Water" from Music in the Middle School Grace C. Nash, 1973 E. **LANGUAGE ARTS**: Cursive writing (written expression). Writing the lesson F. **ENGLISH**: Oral expression G. **SOCIAL STUDIES, SCIENCE**: Identification of all forms of life dependent on water for existence. III Psychomotor. A. **SCIENCE**: Identify purification process B. **ENGLISH**: Oral expression. C. **LANGUAGE ARTS**: (a) Listening ability. (b) Comprehension - Ability to identify sequential order of events. (c) Ability to recall. (d) Oral expression. D. **ART**: (a) Drawing of pictures. E. **SCIENCE & SOCIAL STUDIES**: Community living.	Value Confrontation. Place one goldfish in a small aquarium. Add a few drops of detergent. The goldfish will become listless and gulp the air. Return the fish to clear water. 1. Recognizes the need for choice. Remove the goldfish so it won't die. 2. Identifies Alternatives. (a) Leave fish to die in polluted water. (b) Use non-pollutant detergent. (c) Remove fish to new receptacle of clear water. 3. Analyze Alternatives. (a) Fish will die if left in polluted water. (b) Is life span temporary or same as if in clear water? (c) Poisoning chemicals cling to algae which is eaten by fish in water. This interfers with food chain processes consequently destroys fish life, which eventually affects man. 4. Freely chooses among alternatives. (a) He will leave fish in polluted water. (b) He will use non-pollutant detergents. (c) He will remove fish to a new receptacle. 5. Internalization. The student will demonstrate that he has internalized the moral and social value of the purification of water on which all forms of life depends. The student will defend his choice against group criticism. 6. Re-Evaluates Consequences in the light of new Experience. The child will write in composition form, his choice of alternatives and give his reasons for his decision.	A. A. Oaktag scissors, tacks, crayons. 2. Class dictionaries. 3. (a) World Book, p. 570 vol. 15, Field Enterprises. (b) Disposals of Wastes, Book of Popular Science, vol.5 p. 328. (c) Rains, Rivers & Reservoirs, S. Archer Coward - Mc *Cann Co., New York 1963.* (d) Water, Ivah Green, Coward-McCann, New York, 1958. (e) Water Pollution Control Plant, Oneida County Sewage District. (f) Water - A Challenge to the Nation, HEW Service Publication #816, Washington, D.C. 4. (a) Water Purification, Childcraft Vol. 10, p.327,329. Field Enterprises, Chicago, Ill. 1965. (b) Water for Dinosaur and You, Roma Gans, Thomas Crowell Corp., New York 1972. B. 1. Field trip to reservoir. 2. (a) Sight and Sound Discover Trip (Filmstrip) "Sounds by The Sea". Class Activity Book p.89, Eyegate House, Jamaica, N.Y. '67 (b) Filmstrip - SVE -Educ. Able K 333 - Kit 11 - Chicago. Water Conservation Today - "Ecology Water Pollution". 3. Construction paper, scissors, paste, magazines, newspapers. 4. Large lined paper - felt pens. 5. "Environmental Chart" 1973 Scholastic Magazine, Englewood Cliffs, N.Y. C. (1) Local sewage treatment plant. (b) Booklet of actions for children "Clean Water - It's Up To You", West Virginia Dept. of Natural Resources, Charleston, West Virginia. 1972. 2. Speaker from the Jr. Museum. (b) Large lined paper. (c) Large lined paper 3. Magazines. 4. A camera and film. (b) "Conservation Pledge" West Virginia Dept. of Natural Resources, Charleston, West Virginia, 1973.	I. Cognitive From a list of 8 causes of all forms of pollution, air, land, water, noise, the child will be able to choose the 5 causes of water pollution. Evaluation of Reasoning Skill. Given a list of problems resulting from air, water, and noise pollution, the child will identify by circling the problems relating to water pollution. II. Affective. The child will be given two lists of people and water processes and will correctly match 3 out of the 4. III. Psychomotor. (1) Ability to arrange in sequential order the processes involved in the purification of water Children will label the given processes in numerical order. (2) Present each student with a paper cup filled with fresh water. Using the 3 senses of sight, taste and smell, the student is to state in writing why he feels the water is fresh.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE) SENSORY, PSYCHOMOTOR	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE **UNIT TOPIC** **THE SUN'S FAMILY** **GRADE/AGE LEVEL** Grade 3 8-9 Year olds **LENGTH OF UNIT** 4 Weeks Submitted by: Verna Amnann, Deborah Flack, Conkling School Theresa Custodero Hughes School Estelle Plescia, Columbus School & Richard Soffey Miller School	**MAN & HIS GODS** 1. In the sun's family there are 9 planets. **MAN & HIS ENVIRONMENT, SELF IMAGE, GODS, CREATOR, EXPLORER.** 2. A planet is a large ball of matter which orbits the sun. 3. Each planet has different characteristics such as size, color, etc. 4. The sun is the center of our family of planets. 5. The role of man in the universe is that of creator and explorer.	1. Cognitive: Given a list of science words, each child will name 8 out of the 9 planets. 2. Cognitive: Given a complete picture of the solar system, the child will identify those heavenly bodies which are planets with 100% accuracy. 3. Psychomotor: Given necessary materials, each student will draw the sun and its family. 4. Affective: Given the model of our solar system, each child will justify the importance of the sun. 5. Affective: Given the necessary reference material, each child will judge the value of man's role in space exploration.	I. A. Show films New Discoveries, "Planet Earth", "Solar System" with discussion with intent to list planets and introduce science terms. B. Take children on a field trip to Herkimer Planetarium. Upon return, plan and construct a diorama depicting the characteristics such as Mars Red Planet, Saturn -Rings. C. Show "All About Planets", P. Lauber. D. Give a spelling lesson of the names of Planets. 2. A. Use model of solar system to identify planets in relation to other celestial bodies. B. Reasoning Skill - Spatial Reasoning. Use film-record kit, "Solar System and the Universe". Purpose-review names of planets, characteristics etc. C. Using picture study prints of solar system, discuss differences in moons, stars, planets comets, etc. 3. A. Children construct a bulletin board showing 9 planets, orbital paths distance from sun, size, color, etc. B. Over a two week period construct a quiz board of 5 questions and 5 answers directly related to solar system. C. Chidren will give oral reports on various planets. D. Read book The Nine Planets by F. Bramlcy and discuss planets as to size, names, and orbital paths. E. Write and act out original skit related to "Man From Mars". F. Reinforce knowledge of space terms using as a reference Space Dictionary by Isaac Asimov. 4. A. Plan and carry out experiment depicting plants' dependency on the sun. Ex.: plant seeds, one in total darkness, one in sunlight. Observe. B. Given a representative picture of the earth's forms of life (plants, animals, man) the child will share ideas of the importance of the sun. C. Using Mobile of the Universe (Instructo) showing the sun & planets and using knowledge of aforementioned learning experiences create a class discussion bringing out the following points: (a) Revolution & position of planets to the sun controls seasons. (b) The earth is in a position in the sun's family which creates ideal conditions for life as we know it. 5. A. Show and discuss film "Rocket to the Moon" #580 Film of the Month Club in relation to the landing on the moon. (Above and Beyond New Horizons Publishers, Inc. Chicago, Vol. 7 1-Life Rafts) B. Write a paragraph of no less than 5 sentences on the value of spending $25 billion for the 1st moon mission alone.	LANGUAGE ARTS After listening to record of moon landing, plan and carry out skit about landing on the moon. ART Make space helmets out of paper bags and assorted materials. C. Debate - questioning value of spending money for moon landing and exploration versus health, education and welfare. D. Show photos of moon and astronauts with record of 1st landing. Listen to record and discuss. (First Man on the Moon - by Rob. Mack - Scholastic Magazine Inc., N.Y.C. 10036).	Given two photographs depicting: 1. A moon landing and working on the moon. 2. Depicting construction of a hospital. (Children must choose as to which picture is more important and relevant to their lives). *Recognizes need for choice:* A. Through open discussion each child will become aware of the need for a choice between spending $25 billion for moon exploration or community needs. B. The child must identify alternatives. 1. Spending money for space exploration. 2. Community use-helping poor, building, etc. C. Analyzes alternatives in the light of consequences. 1. If the money is spent for space exploration what will the long term benefits be to mankind? 2. If money is spent for community welfare, what will be the immediate benefits to mankind? D. Freely chooses among alternatives. Each child can make his choice of alternatives and present it to the group for discussion. E. Internalization. Each child will make his choice and be able to defend himself and his choice against criticism. F. Re-evaluates Consequences in Light of New Experiences. After debate, criticism and discussion, the child will be able to change his mind in the light of information presented.	1. Given a list of science words, the child will name 8 of the 9 planets. 1. Filmstrip - "New Discoveries About the Planet Earth" C 16, Film of the Month Club, No. 589 (Columbus School). 2. Herkimer County Planetarium. 3. Story: All About Planets, P. Lauber, Random House, N.Y. 1956. 2. Given a complete picture of the solar system, the child will identify those heavenly bodies which are planets with 100% accuracy. 1. "Constellarium" (solar model). 2. Filmstrip - "Solar System and the Universe", Eyegate-63A, Jamaica, N.Y. 3. Encyclopedia Britannica, Series of 10 picture study prints vol. P, Encyclopedia Britannica Press, Chicago, Ill. 60611 1970 (Life-Moon Landings) a. Sun and Planets. b. Sun. c. Venus. d. Earth. e. Moon f. Lunar Landing. g. Mars. h. Jupiter i. Saturn. j. Comets 3. Given necessary materials, each child will draw the sun and its family. 1. Books: The Nine Planets, Branley, F. Thomas, Crowell Co. N.Y. 1958. 4. Given the model of the solar system, each child will justify the importance of the sun. Mobile of the Universe Ideal Solar Mobile #5290. 5. Given the necessary reference material, the child will judge the value of man's role in space exploration. 1. Film "Rocket to the Moon" #580 Film of the Month Club (Columbus School). 2. Text: Above and Beyond, New Horizons Publishers, Inc., Chicago Vol. 7 3. Record: First Man on the Moon, by Robert Mack Scholastic Magazine, N.Y.C. 10036. Additional Resources: Time, "The Return", April 27, '70, p. 12-18. Exploring the Universe, Roy Gallant, Garden City Books, N.Y. 1956. Your Changing Earth, by Ruchlis, Harvey House, N.Y. 1963. All About the Stars, Anne White, E.M. Hale & Co., Eau Claire, Wisc., 1954. Fun With Astronomy, Mae & Ira Freeman, Random House, N.Y. 1956. Andy's Wonderful Telescope, G. Warren Scholost, Scribner & Co., N.Y. 1963. Comets, Herbert Zim, Morrow Co., N.Y. 1957. When I Go To The Moon, Claudia Lewis, MacMillian Co. N.Y. 1961 Space for Everyone, Paul S. Egar, Rand McNally & Co. Chicago, Ill. 1961 The Earth Is Your Spaceship, J. Schwartz, McGraw Hill Co., N.Y. 1963 A Book Of Real Science, Mae Freeman, Scholastic Books, Four Winds Press, N.Y. 1962. Gravity and the Astronauts, Mae Freeman, Random House, N.Y. 1970. Golden Book of Astronomy, R.W. and G. Ames, Simon & Schuster, N.Y. 1955 Science Far and Near, Herman and Nina Schneider, D.C. Heath & Co., Boston 1961.	1. Written objective test: Place a list of science words which includes the names of the planets on the board. Direct children to list the planets on a sheet of paper. 2. Given a ditto sheet which displays a diagram of the solar system, the child will label each planet. Evaluation of Reasoning Skill: The child will name the 9 planets in order, with the first being that which is closest to the sun and the last planet named being the farthest from the sun. 3. Involve the children in a discussion of the solar system. Have each child describe his feelings about what life would be on other planets, noting different characteristics, such as size, number of moons. 4. Write a short paragraph of at least 5 sentences explaining man's dependence on the sun. 5. For this objective, the primary evaluation will be the teacher's observation of the children's ability to present and prove their points through classroom discussion.

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SCIENCE **UNIT TOPIC** ARTIFACT A CANDLE **GRADE/AGE LEVEL** Grade 3 7-9 Years **LENGTH OF UNIT** 3-5 Weeks Submitted by Elizabeth Crandall, Elizabeth Goodfellow, Theresa Ciufo. Seymour School	MAN & HIS SELF IMAGE MAN & HIS PHYSICAL ASPIRATIONS & FEARS MAN & HIS PHYSICAL ENVIRONMENT The sun, our main source of energy, gives us heat and light. PHYSICAL ENVIRONMENT Capillary action is found throughout nature and provides a means for pulling liquid fuels up porous materials. PHYSICAL ENVIRONMENT - ASPIRATIONS & FEARS - COMMUNITY-WORK PLAY. Fire is a useful tool but must be controlled.	Affective sensory psychomotor. Given a burning candle child will list all observations and questions using senses of sight smell and touch (Brainstorming technique there fore no criteria for responses). Use asbestos pad Supervise carefully Cognitive. Given a variety of texts and library books about the sun and our solar system, child will answer questions, re definitions, size in relation to earth, cause of night and day, cause of seasons, importance of the sun to us, with 80% accuracy. Cognitive. Knowing the sun is our main source of heat and light, child will compare with other energy sources to teacher s satisfaction. Affective Knowing sources of heat and light, child will list sources on topics of WORK and PLAY and defend them. Affective - sensory psychomotor Given blindfolds children will experience state of complete darkness to feel their dependence upon light to function in familiar surroundings to their satisfaction Cognitive sensory psychomotor. Given a variety of materials, child will test and observe capillary action in each to teacher's and their satisfaction Affective sensory psychomotor. Knowing the dangers of uncontrolled fire child will investigate safeguards in buildings and outdoors and plan with competency safe practices in their daily life Sensory psychomotor cognitive. [illegible] fire needs oxygen to burn and in some cases heat to vaporize materials, children will formulate specific extinguishers for different types of fires with 100% accuracy	Using candle, wire, tweezers, and asbestos pad, experiment by passing wire through the flame (burning gases). Inductive Hold a small piece of paper with tweezers ½ inch from the side of the flame (paper doesn t burn) Inductive. Repeat (above) by lowering paper slowly over flame. Paper will burn before it is ½ inch above the candle. (Shows heat rises) Inductive Place a chimney around candle Candle goes out. Raise chimney on small blocks. Candles burn. (Shows air needed) Inductive. Place smoldering match near base of chimney. Smoke pulled into chimney (Shows pull of hot air rising) Inductive. Examine unlit candle materials. Where do these materials go as candle burns? (Heat vaporizes waxes and hot gas burns in oxygen). Inductive. Make foil pinwheel on metal knitting needle. Hold above flame. (Heat rising turns pinwheel. Energy doing work). Inductive Read Learning in Science, pp 66-88. Supplement with Heath's Far and Near and Rand McNally Learning by Investigation Find information in encyclopedias and library books View filmstrips. List sources of heat and light that are man made or man controlled. Put sources of light in historical order of use Inductive After categorizing energy sources used in WORK and PLAY, children will work in groups and prepare statements defending their reasons. Deductive Using covered shoe box with a hole at each end and a picture pasted on the bottom midway between holes, children will look through one hole and cover the other. (Can't see picture.) Then look with hole open, letting light enter. (Light travels from objects into our eyes.) Children blindfold themselves to stimulate darkness and use other senses and memory to move around the classroom Write story about what life would be like if we had no light after the sun went down Deductive Experiment with capillary action using such materials as celery, sugar cube, tree twig, blotter paper towel, strip of cloth wicking dirt. Race inorganic materials by hanging them on a rod. Use food coloring in water. Inductive Experiment with capillary action in a wick with kerosene, alcohol and vegetable oil in a lamp specific for the fuel. Note smoke odor and brightness of the flame. Compare fuels Visit firehouse or have fireman visit classroom Locate fire alarms in the school and neighborhood. Discuss the seriousness of false alarms Collect pictures of the effects of fire (forests barns and houses). Speculate the causes and how they could have been avoided. Deductive Plan emergency plans for alternate exits from the school room, your bedroom and other rooms in your home	1. MATH Take 2 candles of equal size. Mark one candle an inch from the top. Children will time how long it takes to burn to the mark. With this knowledge, construct intervals on second candle which will burn in equal and convenient time segments. 2. Make a sundial using tag board and pointed shadow pole. Make hours every hour by tracing shadow of stick. Explain why sun clock has to be "reset" every 10 days. 3. Measure the temperature of water and sand which have stood in the sun for one hour. Record. Remove from sun. Record cooling of each every ½ hour. Relate knowledge to climate of land near large bodies of water LANGUAGE ARTS 1. Given the words "light" and "dark" child will find other words that denote positive and negative qualities such as knowledge vs ignorance, courage vs fear, hope vs despair, good vs evil, perseverance vs vacillation or yielding 2 Read biographies of famous historical people. Pick out incidents to report showing courage, hope, knowledge, perseverance (Scott Foresman packet of 8 biographies by Irving Gerber and Charlemae Rollins) ART Make candles. See directions on separate sheets Draw pictures with a candle in it showing different moods (candle in window at Christmas, candle illuminating a monster, Halloween, candle lit dinner, Pilgrim scene) After deciding where their home made extinguisher was to be used (Ex. kitchen), they	Objective Having listed sources of man made or controlled heat and light, each student will list these sources under the topics work, play and defend his choices. After children read Roads to the Past and The Night the Lights Went Out from Reading Text Roads to Follow, teacher will read Snow bound with Betsy, The Courage of Sarah Noble. After discussion ask: Suppose you had to live like a Pilgrim girl or boy for one week but could keep one item you have today, what would you keep? Develop list: T.V., Record player and radio, central heat, lights, modern stove. For alternatives children will consider what substitute activity could replace each modern convenience such as Play or help parents without T V Sing songs - without radio or record player Sit by fireplace or without central heating without electric lights Sit by fireplace or go to bed Use candles. Use fireplace without stove Each student will mark on a continuum from super positive to super negative how he would feel without the modern convenience Each student will make his choice and present it to the class for discussion Each student will internalize during the process (above) and orally defend his choice to the class If student has made a poor choice hopefully he will recognize it during the oral presentations and choose more validly	Seymour Library Math Carona, Philip, Things That Measure, Prentiss Hall. Epstein, Sam and Beryl, The First Book of Measurement. Franklin Watts. Bendick, Jeanne, How Much and How Many. McGraw Hill. Literary and Philosophical Packet of 8 Biographies Gerber and Charlemae Rollins. Scott Foresman. Freeman, Don, The Night The Lights Went Out. Daringer, Pilgrim Kate. Dagliesk, The Courage of Sarah Noble Stories from Roads to Follow, Scott Foresman. Bulla, Clyde, The Sword in the Tree. Fisher Aileen. A Lantern in the Window. Godin, Rumer. The Mousewife. Graves Charles Robert F Kennedy. Martin, Patricia John Fitzgerald Kennedy Shapp Martha and Charles. Let's Find Out About Abraham Lincoln Rudeen Kenneth. Jackie Robinson Edmonds Walter. The Matchlock Gun Johnson, Johanna A Special Bravery Fleming Thomas One Small Candle SCIENCE Asimor Isaac What Makes the Sun Shine Faraday, Michael The Chemical History of the Candle Freeman Mae & Ira. Fun and Experiments in Light SOCIAL STUDIES Brink Carol Caddie Woodlawn D Aulaire, Edgar and Ingri. George Washington. Emerson, Caroline. Pioneer Children of America	1. Keep records of statements, observation and questions arising from experiments and from oral presentations planned in the Learning Experiences 2. Ask children to explain statement "Without sunlight and capillary action, there would be no food on earth". Look for the following understandings (a) Water and minerals carried up to leaves through capillary action (b) Carbon dioxide taken from the air. (c) Sunlight changes water and gas to sugar in the leaf (d) We eat green plants (e) We eat animals that eat green plants 3. Keep a journal of temperatures in Utica, New York City and Buffalo. Information can be gathered from 6 o clock News for one month. Compare results with experiment 3 under Math (Other Content Areas) 4 Make a chart listing types of fires and the safe way to extinguish them. Charts may be hung in kitchens workshops and garages 5 Have poster contest. Children should use large objects and bold colors to "sell" fire safety for campers and vacationers 6 Dramatize with puppets showing Proper Paula and Careless Carl in Vignettes about fire precautions A Firedrill B Putting out campfires C. Playing with matches D Storing papers and inflammables

CONTINUED

SUBJECT AREA	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC ARTIFACT: A CANDLE GRADE/AGE LEVEL Grade 3 7-9 Years LENGTH OF UNIT 3-5 Weeks Submitted by: Elizabeth Crandall, Elizabeth Goodfellow, Theresa Ciufo, Seymour School	Visit an industry that uses fire to produce its product. Investigate the safety precautions. If this isn't feasible, have fireman explain precautions industry uses. Research materials used in commercial extingushers and the reasons for their use. List types of fires that do not respond to most common extinguisher - water. Make fire extinguisher using cylindrical cannisters filled with baking soda.	are to decorate the outside of the container to go with this area, including on it the words "For Fire" so that they are noticeable.	Objective: Knowing the sun is our main source of heat and light, child will compare with other energy sources to teacher's satisfaction. One of the main sources of energy we use today is fuel oil to produce electricity and heating for homes, schools and industry. From article in Observer Dispatch, 5/23/74 the paper stated colder homes were found in lower income groups. Question: If you were a fuel distributor in charge of dispersing an unexpected excess what would you do with it? 1. Return to company. 2. Give it to friend or relative. 3. Use it yourself. 4. Sell it. 5. Give it to a poor family. 6. Give it to family with sickness.	MUSIC Seegar, Ruth, American Folk Songs for Children. ART Weakley, Tom. How to Make Candles (North Utica Library). FILM STRIPS Folk Songs in American History (and records) Thanksgiving (With records). New York State-The Colonial Period FILM LOOPS: Shadow and Reflection. Using Light and Dark. Magic World of Light. Living in Early America (1607-1850) Puritan Family Life.	Have children write the mini plays and present to other classes.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC ANIMALS GARDE/AGE LEVEL 3rd GRADE LENGTH OF UNIT 10 WEEKS	1. **MAN & HIS SELF-IMAGE.** In order to accept a value of one's humanity, it is necessary to consider one's regard for all level of living things.	Given a movie of a lion hunting for food in Africa, each student will write a paragraph describing his efforts. (Cognitive).	1. Teacher presents an introductory lesson to prepare children for viewing the film. 2. Children will observe the film. 3. In a class discussion, children will respond to questions on the film. 4. Each student will write a paragraph describing the steps the lion takes in procuring food. 5. Each child will compare his paragraph to a model paragraph, on an overhead transparency at the conclusion of the lesson.	Social Studies - Decision making. Language Arts - Reading 1. Each student will write a paragraph listing the possible ways in which the lions existence is being threatened by the changing environment. 2. The student will compare his paragraph with the one outlined in the transparency. 3. He will then rewrite his paragraph, if he feels he can improve it from the additional fact he learned while the class outlined the transparency.	Each student will write a paragraph listing the ways in which the lion exists in his environment. In this paragraph the student will follow the guidelines which the teacher presents below . 1- Recognizing the need for choice. Upon conclusion a viewing of the film the student will be asked to consider what actions can be undertaken to solve the lion's dilemma. The teacher will explain that there is no one correct solution and that each child's conclusion will depend upon what he considers is important in the film. For instance, what does the lion need to eat? How much land does he need for a comfortable existence? What conflicts results from his interaction with other wild life?	Film: "The African Lion and His Realm" Utica Public Library.	The teacher will assess a paragraph, written by each child, to determine the student's comprehension of how a lion hunts for food in Africa.
	MAN & HIS COMMUNITY. To be able to realistically make judgements on the needs of his community, the student must be able to choose what will most benefit his environment.	1. (b) Given a picture (drawing) on which this school is built, each student will compare the farm animals' former home to our modern school. (Cognitive).	1. In a "brain storming" session, a tape recorder will be utilized to record the children's ideas on how the changing environment affects animal life. 2. Based on this "brain-storming session" students will have a discussion directed by the teacher on changing environment. 3. Each student will observe how the land his school is built upon looked thirteen years ago. 4. Children will make a list of the changes they see in the pictures as compared with what they now see around them. 5. Each child will circle the items which could affect animal life and hand these into the teacher.	Language Arts - Oral Speaking, Listening, Social Studies (Group Activities). After the teacher reads to the class many of the changes the students have observed, each child will be asked to tell which way he thinks is the best way for the land to be used (farm or school) and why.	2- Identification of alternatives. The student may, and hopefully will, explain that there is no one correct solution, and that each child's conclusion will depend upon what he has considered to be important in the film. For instance; (a) The lion's existence is not important to life in general - therefore, let his environment be threatened. - or - (b) The lion will live in spite of a poor environment. - or - (c) The environment must be altered in order to preserve the lion as any important type of living thing.	General Herkimer School Scrap Book 1960 Library General Herkimer School The reference books below may be found in our school library, also. Charles W. Clark Co., Inc. "Domestic Farm Animals" Pets p. 430-436. Young People's Science Encyclopedia, Vol. 1 - Children's Press, p. 89. The Golden Book Encyclopedia, Vol. 1, Golden Press p.61-63 "The How & Why Book of Horses" Self, Ferguson & Wold, Charles Merrill, Inc. 1961 Golden Book of Science, Beth Morris Parker, Golden Press, 1956.	Children will reproduce the drawing with their own creative efforts. Teacher will review each pupil's work in order to see if he included the important points in his drawing.
	MAN AS A CREATOR & EXPLORER. To truly understand the life cycle one must participate in the creation of an environment.	2. (a) Given fish, plants and aquarium, each student will construct an acquarium. (Psychomotor)	1. The children will take a field trip to a pond and collect pool water, plants and animal specimens. 2. Students will identify specimens in the classroom and follow up with a lesson on plants and animals. 3. Students will follow (on a task card prepared by the teacher) the steps that direct them to properly create an acquarium.	Oral Speaking - Social Studies; (Group Behavior) Language Arts - Art. Decision making. After the library period, each child will choose two kinds of animals - one who lives in the acquarium and the other who is fed to the fish for food. The child will then draw two	1 (a) How can this environment be improved by man? 2 (a) What parts of the environment would you change? (The children will be led to offer alternatives in responce to these questions).	The Story of Animals, Gaylord Johnson, Harvey House 1964. Tape Recorder - in the classroom.	Teacher will administer a multiple choice test to determine if the children can differentiate between the various parts of an acquarium.

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SCIENCE UNIT TOPIC ANIMALS GRADE/AGE LEVEL 3rd GRADE LENGTH OF UNIT 10 WEEKS CONTINUED			4. Each child will write an explanation of how an acquarium is constructed. 5. The students will do independent research in order to understand what is involved in the working of an acquarium.	pictures of these animals in their first form of life, showing the differences in their appearances at birth. He then will explain to the class why he thinks that animals are born in different ways.	There is a small pond in walking distance of our school. Britannica Jr. Encyclopedia, 1970 Vol. a p. 289-292, How to construct an aquarium. Compton's Picture Encyclopedia, 1968 Vol. 2, p. 462-464. The Encyclopedia Americana, 1956, Vol. 2, p. 105-106. Young People's Science Encyclopedia, 1970, Vol. 2, Children's Press, p. 124-125. * The following reference books on the construction of an aquarium are in General Herkimer's library.	
	MAN & HIS PHYSICAL ENVIRONMENT. After creating an environment for a living being, students will have the opportunity of assessing how effective that environment is with regards to experiments conducted as to the strengths and weaknesses in the envirromment created.	2. (b) Given an animal raiding project involving the choice between three animals, students will prescribe plan and demonstrate the experiments involved in that project. (Affective).	2. (b) Students will visit a store which specializes in selling fish. 2. With the guidance of the fish store owner, children will select various breeds of fish for their project. 3. If possible, children will share equally in the cost of the fish selected. 4. Students will divide their group into teams which will care for and raise the different forms of marine life. 5. Children will invite a guest speaker to visit the classroom in order to show the children how to properly care for their fish. 6. Over a period of five weeks, each student will work with, clean and generally care for their fish. 7. Each child, working as a team, will test the "pros and cons" of raising their particular pet and orally present this to the class. 8. On the basis of this presentation, each child will decide which is the best pet for him or her.	Social Studies (Group Behavior). Language Arts (Decision Making). Listening. Math. After each child has finally selected his favorite fish, he will, from the past five weeks project, prepare two lists - one list will name the important points to follow in properly reproducing and caring for the particular animal. The other list would include harmful practices which would destroy it.	Gil's Pet Center Horatio Street Arterial. Note: There are many other pet stores in the Utica area. "The How and Why of Reptiles and Amphibians," Robert Mathewson, Charles Merrill Inc., 1960. "The How and Why of Sea Shells" Law, Koeler, Wolf, Charles E. Merrill, 1961. "The How and Why of Fish", Cole, Koehler, Wolf, Charles E. Merrill, Inc. 1963. "The First Book of Fishes", Jeannie Bendick, Franklin Watts, Inc. 1965. "Animals of the Sea & Shore", Chauncey Maltman, Children's Press, 1956. * The above books for reference can be found in General Herkimer Library.	The teacher will evaluate the "pros and cons" list of each team and will assign a grade to each oral presentation accompanied by constructive suggestions for improvement.
	MAN AT PLAY. Through a game approach to learning the children will discover that learning about animals can be fun as they concentrate on one outstanding aspect of the animal's physical being.	3. (a) Given a list of domestic and wild animals, each student will pantomime one of the animals from the list (other children will identify the animals and tell where they live). (Psychomotor, Affective).	1. Students will collect pictures of animals from magazines. 2. Children will make a list of each animal to be pantomimed. 3. The pupils will assemble a collage of all these animals. 4. Each student will choose which animal he will pantomime. 5. Each child will pantomime his animal. 6. Other students will pick from the collage what animal is being pantomimed. 7. Each child will place a star on the animal pantomimed after each child has pantomimed his animal. 8. The collage will be displayed in the classroom, so each child will recall the pantomime procedure and which animals were identified therein.	Language Arts Spelling, Writing, Dramatics, Decision Making. After the collage is displayed, each child will again pantomime his animal - this time showing one way nature has formed the animal to live in his environment. In a "charade-like" game, he will continue to pantomime his animal until his classmates can guess what particular feature he had pantomimed and why that feature is necessary for the animals' survival.	Magazines Stars (Large, colored). "The Illustrated Encyclopedia of Animal Life", Vol. 1-16, The Greystone Press, 1960. The above volumes describe every type of animal life, complete with pictures of the animals. It is found in General Herkimer Library. The book can be used as reference materials in conjunction with the magazines brought from home.	The teacher will note how each student understood the adaptability concept. She will also give attention to how he conducted himself in front of the class and offer sympathy and encouragement to those students who find this to be a particular difficult assignment.

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SCIENCE **UNIT TOPIC** **ANIMALS** **GRADE/AGE LEVEL** **3rd GRADE** **LENGTH OF UNIT** **10 WEEKS** ***CONTINUED***	**MAN & HIS ASPIRATIONS & FEARS.** The child will have a chance to choose his favorite classification of animals and, more important, he will be able to explain, why he feels this way.	3. (b) In an "interest area" approach, each student will focus upon the general category of animals that interests him most and explain why he feels this way. (Affective).	3. (b) In an introductory lesson, the teacher will differentiate between the animal categories of birds, reptiles, amphibians, mammals and fish. 2. Each student will make a label of what he considers to be his favorite animal to be displayed on the bulletin board. 3. The children will set up interest areas in the classroom consisting of film strips composed of each of the five animals listed above. 4. Students will rotate between each of the interest areas and view their choice of film strips in each area, in order to find out more about the animals. 5. Each student will orally explain to the class why he originally chose the category he did, what he learned about the category in the film strip and if it is still his favorite category. 6. If he changes his mind, he then changes his label on the bulletin board. 7. Each child keeps a class tally of how many changes there were in this original choice.	Language Arts (Listening). Writing, Spelling, Art, Decision Making. Social Studies (Group Behavior). From his "tally list" each child will fill in a chart displayed on the bulletin board by the teacher, which shows how many changes he made while viewing the film strips, what influenced him the most and why his choice was finally made. The student will also identify an environment in which the animal would not be able to thrive and will explain what he thinks is lacking in the environment mentioned.	The following film strips may be ordered from catalogues from General Herkimer School. 636TR3-0384 "Mammals in the Classroom" 636 Pet Care SM1-1628 You and Your Pets LY 4-5167 Educational Record Sales '73 Different Kinds of Animals Learning About Birds. Learning About Mammals. Learning About Amphibians. Learning About Reptiles. Teaching Resource Films, Living Things Reptiles 420560 Winged Animals 420560 Land Animals 420570 Domesticated Animals 420580 Educated Products Corp., '72, '73. Land Animals PC56 Dogs and Cats R377 Animals of the Forest R3-80 Animals of the Grasslands R-381 Animals of the Desert, R-382 PE - 590 Other Animals Fish & Reptiles R-378 Water Animals R-383 Animals in the Air R-384 PE-60 We Have Our Pets R-248, R-213 Audio Visual Material '73 Charles W. Clark 589-Z Birds TR6-0174 Baby Birds IAS-101TR0162-Birds 598-Z Birds 2006-2009 Birds of North America	Given a list of the film strips presented in the "interest area", each child will place a check mark next to those films with which he most closely identifies and then cite reasons for his choice.

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SOCIAL STUDIES UNIT TOPIC THE ECONOMIC STRUCTURE OF ABORIGINAL SOCIETY IN THE DESERT OF AUSTRALIA GRADE/AGE LEVEL 7-8-9 YEAR OLD CHILDREN (THIRD GRADE) LENGTH OF UNIT APPROX. 2 WEEKS	MAN IN HIS PHYSICAL ENVIRONMENT Availability or scarcity of the food supply determines the life style of a society. MAN AT WORK The Nature of the Food Supply Determines the Activities Necessary to Obtain Food. MAN & HIS COMMUNITY The Availability of Natural Resources Determines The Structure of the Work Force. MAN AS CREATOR & EXPLORER A Society will Develop Tools to Implement Satisfaction of Its Basic Needs. Exploration is Depending upon Man's Attempts to Satisfy Basic Needs.	COGNITIVE: Given a list of six daily activities related to food gathering of an Aborigine boy or girl, the student will write a story which includes at least four of them. SENSORY PSYCHOMOTOR: Given fascimilies of animals and vegetables available on the Australian Desert, the student will act out a food gathering activity, (Walkabout) and procure food sufficient for one meal. COGNITIVE: Given ten photographs of Aborigine individuals, each students will select the eight which portray participation in activities which would be preparatory to a Walkabout. SENSORY PSYCHOMOTOR: Given the raw materials, the student will design a home suitable for a nomadic Aboriginal family. Given materials simulating those native to the Australian Desert, the student will construct one instrument or tool and demonstrate its use in hunting or gathering. COGNITIVE: Given an outline map of the Southern Hemisphere (labelled as to continents and oceans), each student will draw a line which extends from Southern Asia to Australia, and describe verbally one reason for the migration. AFFECTIVE: Given the question, "Why don't the Australian Aborigines move to the cities of Australia?" each child will explain or tell 2 reasons why they don't live in cities.	Discuss pages 84-87, "The Aborigines of Central Australia," from "Communities at Home & Abroad," Allyn and Bacon, Inc. Listen to teacher read a first hand account of the activities of two Aborigine boys. "The Most Primitive Man on Earth" Readers Digest, by Eugene Burdick. Discuss pages 90-93, "The Aborigines of Central Australia." Play a "How, When and Where?" Game as a class activity. Relate questions to daily activities i.e., I am Wogga. How do I wash up in the morning? What do I use? Where do I wash? What will I eat for breakfast? How will I get it? What will I do when I play? (Include questions relating to food gathering and activities which train for tracking and hunting.) Look at Viewmaster slides of a "Kangaroo Hunt." Discuss pages 94-97 "The Aborigines of Central Australia," as a group. Use opaque projector to view photographs of Aboriginal art and tools in the magazines "Natural History," (February 1965 page 52) and "National Geographic," (February 1973, pages 174-187). Discuss the tools, their possible uses, reasons for and details of their communication. Teacher will tell a story using a map of the southern hemisphere to assist in verbally describing the earlier presence of connecting strips of land between Asia and Australia, the animals quest for food followed by human quest; later disappearance of land leaving the Aborigines isolated. The same story can be retold using a transparency of the map. Discuss pages 124-134 in "The Aborigines of Central Australia."	1. Language Arts: Role-Play a situation, for example, The children can pretend to be a group of Aboriginal children. Present them with a problem. They are hungry, how can they find a snack? 2. Assign Aboriginal names to the children, for example, a boy could be Idje, Wagga or Tooli. 3. List your daily helping activities at home. List those of an Aborigine boy or girl. Compare your lists to determine if what you do is similar to what an Aborigine does. 4. Conduct a class discussion concerning the children's list of activities. 5. Children might role play situations in which the daily life of an Aborigine is portrayed (work and play activities). Language Arts: 1 - Role play a Kangaroo Hunt. 2 - Role play a digging or searching activity in quest of food. Health: 1 - Discuss Aborigine food and try to decide how each fits into the basic food groups as we know them, (Milk, meat, bread etc.). Art: 1 - Each student will construct a boomerang. Use tagboard or shirt cardboard. Decorate with designs which are a representation of the animals being hunted. 2 - Large pictures of kangaroos, etc., may be drawn and used as targets for practice in throwing the boomerang. 3 - Each student will construct a dilly bag. Use cheesecloth or old sheets. Cut cloth into a circle, either hem edge and pass a cord or a shoelace through it to gather it or make holes along the edge and pass a shoelace through each hole.	Step 1. Recognizes the Need for Choices. Each student will express his feelings with regard to remaining in a familiar environment or moving to new surroundings. Teacher statement: "If you were the father of an Aboriginal Family, thousands of years ago, would you decide to keep wandering and cross the narrow strip of land to unknown Australia - or would you stay on the continent which no longer provided food for you?" Step 2. Indentification of Alternatives. Each student will recognize the alternatives available in this situation. During class discussion over a period of time, the teacher or a student will list on the board, class dictated possible alternatives. They would include the possibility of starvation, remaining and learning to farm etc. Step 3. Consequences of Alternatives. Each student will prepare a series of drawings. Each drawing must have a title. Drawing #1 must depict the Aborigines either remaining or moving on. Drawing #2 must show what would happen if the Aborigines remained or what would happen if they moved on. Drawing #3 must show what the Aborigines might have done instead of the choice the student indicated in drawing #2. Drawing #4 must show what would happen if Drawing #3 had been carried out. Drawings will be arranged in series. Step 4. Free Choice among the Alternatives. The student will show the teacher his drawings in an individual conference and tell the teacher which of the choices listed on the board he chose to depict and explain each of the drawings in his series.	Social Science Staff of Educational Research Council of America, "The Aborigines of Central Australia," Communities at Home and Abroad. Allyn & Bacon Inc., Boston, 1970. Burdick, Eugene Reader's Digest, March 1962 "The Most Primitive Man on Earth." Cairsbrooke, Donald, "Australian Aborigines," Readabout Publishers, New South Wales, Australia, 1964. Posell, Elsa, "The True Book of Deserts," Chicago, Children's Press, 1963. "Man at His Most Primitive," Life, November 7, 1955. Mac Leish, Kenneth, "Rock Paintings of the Aborigines," National Geographic Vol. 143, No. 2, February 1973, pps. 174-187. Natural History, Feb., 1965, p. 52. Marshall, James Vance, Walkabout, Belmont Productions and Co., New York, (An informative source for teachers).	Write a story about "A Day in the Life of an Aborigine Boy or Girl." Use the list you made of daily activities to help you. Include at least four of the things a child would do to help find food. (The student will include: collecting seeds grubs, insect or nuts, catching snails, rats, snake or kangaroos, digging for roots and bulbs of plants, practicing with spear or boomerang, tracking animals or making a fire in a pit.). Role Play a Walkabout. Leave on the signal of the "Father." Go to a previously prepared area which has fascimilies of animals and vegetables native to the Australian Desert. (Black and red licorice make good "snakes"). Make sure some of the food fascimilies are difficult to find. The children can use their own boomerangs and dilly bags with which to hunt and gather the food. Each child must have obtained at least 2 items. Administer a true-false test. Show each child 10 numbered photographs of Aborigines engaged in various activities. The child must correctly identify 8 of the 10 photographs as Aborigines engaged in the activities which would preceed a Walkabout. Each child will, after collecting a pile of branches, arrange them in a structure under which he can crawl. Using the boomerang which you built, show and tell how you would use it to get food if you were an Aborigine boy. (Accept any reasonable description of hunting and tracking.). The student will draw a colored line on an outline map of the eastern hemisphere to show the route the Aborigines travelled from Asia to Australia. He will tell the reasons for the trip. The search for a better source of food must be included as a reason.

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SOCIAL STUDIES UNIT TOPIC THE ECONOMIC STRUCTURE OF ABORIGINAL SOCIETY IN THE DESERT OF AUSTRALIA GRADE/AGE LEVEL 7-8-9 YEAR OLD CHILDREN (THIRD GRADE) LENGTH OF UNIT APPROX. 2 WEEKS *(CONTINUED)*			Construct a collage comparing a tool which we use to help us obtain food to a tool which the Aborigine uses to help him obtain food. The collage can include materials cut from magazines or newspapers, three dimensional materials or pupil drawings. Examples are - a comparison of the way a can opener is used to the way a digging stick is used; a comparison of Mother's pocket book, (which she uses to hold money and go to the grocery and buy food) with a dilly bag in which the Aborigine gathers food.	4. Construct a salt map of the Eastern hemisphere showing continents as located today. 5. Construct a salt map of the Eastern hemisphere as a class project, but hypothesize on how it might have been 2000 years ago and construct the now vanishing connecting strips of land. 1 - Using a map, compute the number of miles between Australia and Asia by measuring the distance with a ruler. Use the scale of miles per inch. 2 - Research the speed of travel by a plane, a boat, and by a walker. Compute the length of time it takes to travel from Asia to Australia by air, water or a land bridge.	Step 5. During the conference, the child will defend his choice. For example: the teacher might say, "Suppose I were your brother and I was afraid to remain where I was. What would you say to me?" Continue questioning the student about each of his choices. Step 6. Re-Evaluation. Now each student is to make a drawing depicting an activity the Aborigine would be engaged in today if he had followed the path suggested by the student in drawing 4.		Tell why the Aborigines don't move to the cities of Australia. Acceptable answers should include 2 of the following: Moving would necessitate learning the English language, Employment to earn money for food would be imperative, New ways of living and eating would have to be established and learning to read would be necessary.

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SOCIAL STUDIES UNIT TOPIC MOUNTAIN AREAS OF THE WORLD GRADE/AGE LEVEL 7-10 YEAR OLDS LENGTH OF UNIT 4-6 WEEKS	1- SELF-IMAGE Man's adaptability enables him to survive in a difficult environment.	1 - Given pictures of four mountain areas, each child will select one of the four areas and relate why it is a desirable place in which to live according to his preference, with a competent degree of accuracy. (Affective).	1 - Child selects method of expressing his preference: Write a paragraph. Use a tape recorder. Paint a picture and speak about it. Dramatization with a group having same preference. Use puppets. Child does research on area: Types of shelter used. Types of industries found. Type of transportation. Social behavior of inhabitants. Terrain of locale.	1 - Art - painting his selection. Reading - for research. Language Arts as stated in learning experience Oral speaking. Written composition. Dramatization. Encyclopedia and dictionary skills. Science - through researching terrain of locale.	1 - Recognizing Need For Choice - Dramatize travel through the Alps Mountains and set up a hypothetical situation which will involve values. (Example). Six boys go on a ski trip and stay at a lodge in the Alps. Their parents only agreed to allow them to go if the boys gave their word to never ski without a partner. This they did. One morning Jack awakens to find Ned not feeling too well. Problem: What should Jack do?	1 - Classroom picture file. Magazines brought in by children. National Geographic Magazines 1950, 1971, 1966, 1967. Imperial record #60 621-2, 621-3. Encyclopedias Books: Schneider, Herman,"Science Far & Near," D.C. Heath & Co., Lexington, Mass., 1968. King, Frederick M., Regions & Social Needs, Laidlaw Bros., River Forest, Ill., 1968.	1 - Divide children into groups representing each mountain area and have a panel discussion on the desirability of living in each area.
	2 - CREATOR Man uses his ingenuity to create his own life style.	2 - Given paper and crayons, each child will design an original shelter or mode of travel of mountain areas with a competent degree of accuracy. (Affective).	2 - Child researches the area: Climate of area. Bodies of water in area. Geological formations. Accessability of area. Natural resources of area.	2 - Encyclopedia and dictionary skills Language Arts Art - Interpreting study prints, creating original design. Reading - for research. Science - through gathering information concerning geological formations, bodies of water, climate, and natural resources.	2 - Children will give alternatives: (Example) (a) Go skiing alone. (b) Stay with Ned and don't ski today. (c) Leave Ned and ask to join another group.	2 - Available encyclopedias. Study Prints SVE, Sp. 135, Sp. 132. National Geographic Magazines. Filmstrips: Eyegate, Nils "Rocky Mountain Area" "The Earth's Crust" Books: Schneider, Herman, "Science Far & Near," D.C. Health & Co., Lexington, Mass., 1968.	2 - Write a paragraph of no more than ten sentences explaining why this particular design of shelter or mode of travel would be practical in the given mountain area.
	3 - PHYSICAL ENVIRONMENT: The climate of an area has an effect upon the customs of its inhabitants.	3 - Given an area in the classroom, each child will share the responsibility of creating a mountain theme with a competent degree of accuracy. (Affective).	3 - Locate mountain area on the map. Children group themselves according to area preference. Each group selects a chairman and discusses plan and responsibilities. Class discussion on methods of creating a theme. Possibilities could be as follows: Crafts of the area collected or made by the children. Products (industrial) collected and displayed. A collection of art representing particular area displayed. A scene of the area in any chosen media - paint, mache', clay. A collection of music of the area. A display of clothing representing the area. Make a collage representing a mountain area.	3 - Map skills in locating mountain areas. Social behavior - grouping themselves, choosing chairman, relegating duties, carrying out responsibility. Art - collecting pictures and crafts, making of crafts, (stone, wood, burlap, yarn) making of mountain scene, (clay, paper mache', paint) Music - collecting songs and records. Language Arts - oral reports. Reading and research - looking through magazines, looking for pictures for the collage. Communication Skills - making desires known to art and music consultants.	3 - Analyze alternatives: Children could role play emotions to the following: (a) How would you feel if you gave up a day's skiing to stay with Ned? (sad, angry, proud). (b) If you decide to ski alone, in spite of your promise, how might you feel? (scared, guilty, sneaky). (c) What are some of the feelings you might have if you ask to join another group? (embarrassed - if they say no). Shy - not used to asking people for things. Happy - if they agree to have you join.	3 - Art Supplies: Paint Clay Wooden plaques Stones Burlap Yarn Paper mache' Art teacher as consultant on mountain art. Music teacher as consultant on mountain music and records. Magazines - a variety. National Geographic magazines.	3 - Give a group report to the class telling why the method used represents a given mountain area. Teacher observes how each member carries out his responsibility and evaluates the authenticity of the mountain theme.
	4 - INTIMATES: Food products of an area have an influence upon man's social behavior.	4 - Given a social studies text and magazines, each child will select a mountain area and list five food products of the area, with 90% degree of accuracy. (Cognitive).	4 - Research foods of mountain areas. Write a report on one type of food. Collect foods and label them. Collect receipts of mountain areas and duplicate them. Form committees and cook samples of mountain foods. Have a luncheon in the classroom. Read food reports to group. Make recipe books.	4 - Language Arts - Reading food information, writing food reports. Oral reports to class. Writing recipes. Classifying - collecting and labeling foods. Collecting and caterorizing receipts. Home Economics - following receipts cooking food, cleaning kitchen. Social Behavior - Committee work, planning a luncheon, practicing etiquette.	4 - Make a choice: Each child can make his choice of alternatives and present it to the group for discussion. Questions to encourage discussion could be as follows: (a) What is Jack's responsibility to his friends? (b) What is his responsibility to his parents? (c) How do you feel about always "doing your own thing"? (d) As our discussion continues, what are other alternatives that come to your mind?	4 - Books: King, Frederick M., "Regions & Social Needs," Laidlaw Bros., River Forest, Ill., 1968 Spyri, Johanna, Heidi Scholastic Book Service New York, N.Y. 1962. Brandeis, Madeline, Swiss Wood Carver," Crosset Co., New York, N.Y. 1929	4 - Write a list of at least five crops of any given mountain area.
	5 - COMMUNITY: Man's community is influenced by the type of terrain which surrounds it.	5 - Given ten vocabulary terms relating to mountains, and twenty study prints, each child will locate eight of the ten terms on the prints.	5 - Each child will place proper labels on the print in relation to mountain vocabulary. Examples of vocabulary: crevice plateau volcano glacier timberline lava peak erosion sediment	5 - Reading - yocabulary terms and meaning. Language Arts - alphabetizing vocabulary, writing words and	5 - Student internalizes his choice of alternative against criticism.		5 - A matching test of ten vocabulary terms and their meaning.

(CONTINUED)

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC MOUNTAIN AREAS OF THE WORLD GRADE/AGE LEVEL 7-10 YEAR OLDS LENGTH OF UNIT 4-6 WEEKS			slope river fossil pasture geyser Make a dictionary of vocabulary terms. Make illustrations of vocabulary terms. Play games with vocabulary terms: (Match word to term). (Match word to print). Paint mural illustrating vocabulary. Visit Junior Museum to see rock formation exhibit. Bring in rock collections and identify.	[illegible] -meanings: Art - painting mural, illustrating vocabulary terms. 5 - Science - rock identification classification, rock-land formations, identifying geological terms. Social behavior - planning trip to Junior Museum. Criteria of behavior established for trip.		Johnson, Margaret S., "Dog of The Mountains", Viking Press, New York, N.Y. 1940. Filmstrips: Eyegate "Rocky Mountain Area." 5 - Study Prints: SVE Land Formations, Sp 115. Instructional Aids: Set #1 - #7 - #2. Filmstrips & Records: Imperial Company 621-4 Yellowstone. 621-2 Brice Canyon. Tape: Imperial Company "The Earth's Crust" "The Land Around Us" Rock collections from the children or people from community. Resource people - Students from Geology Department of Utica College or Hamilton College with rock samples.	(Example) A 1-geyser ( ) 2-erosion ( ) 3-glacier ( ) 4-peak ( ) 5-plateau ( ) 6-timberline( ) 7-slope ( ) 8-volcano ( ) 9-river ( ) 10-lava ( ) B (a) a slow wearing away (b) slant or hillside (c) hot water & steam forced from earth (d) a field of ice moving slowly (e) the top of a mountain (f) a large stream of water (g) high flat land (h) an area above which no trees grow (i) hot liquid rock which cools and hardens (j) an opening in the earth's crust from which molten rock and steam are poured.
(CONTINUED)	6 - WORK: Existing resources of an area have an effect upon the occupations of the populous.	6 - Given paper, each child will write a paragraph comparing the industries of two mountain areas with a 75% degree of accuracy. (Cognitive).	6 - Research industries of the mountain areas using books, filmstrips, tapes. Collect pictures of industries of mountain areas, put them into booklet form with labels. Research Utica area for comparable industries. Organize a trip to one of the industries in the area - Herkimer Diamond Fields, Delta Dam. Compute miles to and from trip area. Locate trip area on map. Write thank you letters to trip guide. Crystal formation study and collect goods. Make crystal gardens. Make rock candy. Invite an area watchmaker to visit classroom and display repair tools and unusual clocks and watches.	6 - Reading - researching industries of mountain and local areas, listening skills - tapes. Language Arts - labeling industry booklet. Writing thank you letters Writing invitations Math - computing mileage. Map Skills - locating areas for class trips. Social Behavior - criteria for behavior on class trip. Criteria for behavior for class guest. Science - making crystal gardens. Deeper study for crystal information. Home Economics - make rock candy. Communication Skills - questioning tour guide or horologist,	6 - Children are now faced with new evidence: Jack decides to take one more look in at Ned. He finds that Ned is feeling much worse. Student must now re-evaluate their decisions and decide upon a new course to follow.	6 - Study Prints: Instructional Aids - Sets #2, #7, #4, #1, #17. SVE - "Children of Europe" Sp. 131 Filmstrips: Eyegate - Rocky Mountain Area, Nils Filmloops: Eyegate #8198 Books: White, Annet., Mountains & Mountaineering, Random House, New York, N.Y. 1962 Fidler, K., South America, Grand Rapids, Michigan, 1970 Spyri, Johanna, Heidi, Scholastic Book Service, New York, N.Y. 1962 Schneider, Herman, Science Far & Near, D.C., Heath & Co., Lexington, Mass. 1968 King, Frederick M., Regions & Social Needs Laidlaw Bros., River Forest, Ill., 1968 Milne, Lorus J., The Mountains, Silver Burdett Co., Morristown, New Jersey, 1971. Horologist from Nicholas Jewelers, Utica, N.Y.	6 - Write a paragraph comparing two of the four mountain areas of the world. The teacher can evaluate the information and understandings gained by the student.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE) SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC MOUNTAIN AREAS OF THE WORLD	7 - CONFLICT: Because of the difficulty of accessibility in mountainous areas, transportation is limited.	7 - Given a list of modes of travel in mountain areas, each child will role play one mode of travel with a competent degree of accuracy. (Psychomotor)	7 - Research travel through books, magazines, filmstrips, and study prints. Each child role play a method of travel. Divide into two teams and play a game with transportation terms. (similar to charades). Keep scores.	7 - Reading - for research of transportation in mountain areas. Dramatic Play - acting out modes of transportation. Social Behavior - selecting teams for charade game. Math - keeping game scores.		7 - Use all available classroom materials to help children make a selection as to what they will role play. Example - books, filmstrips, studyprints, film loops, magazines.	7 - Teacher's observation can evaluate each child's participation in the role playing activities and charade games.
GRADE/AGE LEVEL 7-10 YEAR OLDS LENGTH OF UNIT 4-6 WEEKS	8 - GODS: The flora and fauna of an area contribute to man's religious beliefs and fears.	8 - Given clay paint, construction paper, and boxes, each child will construct a diorama of a mountain area illustrating a religious belief or fear of that particular mountain area with a competent degree of accuracy. (Psychomotor)	8 - Research flora and fauna in any one mountain area. Research religious beliefs of inhabitants and connections with plant and animal life of area. Write plant or animal reports. Write adventure stories concerning superstitions of the mountain areas. Trip to Utica Public Library for fables. Take a class trip to Munson-Proctor Museum to see area art - looking for mountain animals and plants, Send a survey to parents, neighbors or relatives discovering who has visited any of the mountain areas and would be available as a resource person to visit classroom and show pictures and discuss customs of mountain inhabitants. Make up riddles about plants or animals. Write Haiku poetry about plants animals or mountain beauty. Visit Utica Zoo.	8- Language Arts - writing plant, animal reports, writing adventure stories, composing a survey, writing riddles, writing poetry. Reading - for research. Library Skills - card catalogue, dictionary, encyclopedia. Social Behavior - taking trips, class guests. Art - making dioramas, art appreciation at museum.		8 - Clay, paint, construction paper, paste. National Geographic Magazines. Any available encyclopedias. School library. Utica Public Library. Tape: Imperial Trees #419. Filmloop: Eyegate, The Mountains #8198. Community people who have visited mountain areas and can show slides or tell customs of people.	8 - Teacher evaluation of authenticity of diorama will give evidence of childrens' understanding of superstitions and fears related to environment.
(CONTINUED)	9 - PLAY: Accessibility of an area has an influence upon the cultural behavior of its inhabitants.	9 - Given a musical background, each child will respond, through dance or body movement, his feelings as to how the people of a particular mountain area would respond with a competent degree of accuracy. (Psychomotor)	9 - Find records of mountain music. Music teacher can assist with records or songs. Write an original song. Collect musical instruments used by mountain inhabitants and organize a display in classroom. Collect pictures of musical instruments and make wall charts. Make simple instruments.	9 - Music - listening to music singing songs writing music. Language Arts - rhyming skills when writing a song. Science - vibration, sound, friction - when making musical instruments. Classification Skills - collecting pictures of instruments and labeling (string, percussion, wind). Physical Education - body movement in response to music.		9 - Music teacher as a resource person. Any Science text for information on sound. Childrens' homes as a source for records and musical instruments.	9 - Child's response and interpretation of mountain inhabitants' reactions will indicate the degree of understanding on the part of the child.

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

SPECIAL
FEBRUARY DAYS
LINCOLN
WASHINGTON
FREDERICK DOUGLAS,
BLACK HISTORY WEEK

GRADE/AGE LEVEL

3rd Grade
8-9 Year olds

LENGTH OF UNIT

4 Weeks

Submitted by

Dorothy McDonald,
Lois Zedar,
Jones School

Annetta Conley,
Jefferson School

Virginia Caramadre
Sunset School

Alexandria Montecalvo,
Lincoln School

CONCEPTS & GENERALIZATIONS

MAN & HIS WORLD

1. Self Image.
   (a) Each person is unique, having special talents and abilities.
   (b) We recognize the talents, character and accomplishments of George Washington, Abraham Lincoln and others.

2. Community.
   Their talents were for mankind and not only for the era in which they lived.

3. Work.
   These men became great because of perseverance.

4. Conflict.
   The era in which they lived was one of conflict. (Revolutionary War, Civil War).

5 Aspirations And Fears.
   (a) Freedom For All
   (b) Abolishing Slavery.
   (c) Love For Your Fellowman.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

Cognitive.
Reasoning Seriation b2

The child will collect postage stamps depicting the February holidays and chronologically arrange the stamps.

Given a research assignment, each child will list a minimum of 5 holidays celebrated in the month of February.

II. Given the list of 4 holidays (celebrations) specified, each child will prepare a report (oral or written) including the following information:
1-When the holiday originated.
2-By whom?
3-Why?

Affective.
I. Based on research carried on by the child, he will choose the holiday (celebration) that appeals to him and give at least 3 reasons for his selection.

II. The child will propose a celebration in honor of someone less well known born in February and give 3 reasons for his selection.

Psychomotor
I Given a choice of holidays, students will dramatize how the holiday is celebrated within their community and/or one they have researched.

II. Given the assignment to construct a diorama or float, the students will design one depicting the holiday they've chosen.

LEARNING EXPERIENCES

Cognitive.
I. (a) Write letters to the famous person expressing admiration for him.
(b) Plan "Holiday Games" according to each holiday in February
(c) Study the history of musical instruments used at the time of the famous person or for each holiday. Bring in recordings, books, models, illustrations or instruments themselves and provide a background oral or written.
(d) List smaller words within larger ones e.g. Valentine - ten, let etc.

II. (a) Compute the age of the famous people at the time of their death other events during their lives.
(b) Using their history book or encyclopedia, the student will find the state where the famous person was born (or where the holiday originated). Make a graph that shows how many famous persons the state produced
(c) Read literature on these famous persons and holidays. See films and Film strips.
(d) Book Reports.
(e) Collect postage stamps depicting the February holidays. Re Cog Obj. Seriation also.
(f) Make a display of the stamps.
(g) List some of the scientific discoveries of George Washington Carver

Affective.
I (a) "Who Am I Game", cut out small cards, write down a fact about the famous holiday or person, on the other side write the name of the person or holiday.
(b) Plan a present day type travelogue visit to the birthplace, home or other place important or representative of the famous men being honored.
(c) Research the appearance of the American Flag at the time of Lincoln Washington. Draw or construct a flag and compare to our present flag.
(d) Plan a trip to various statues in Utica depicting people who helped America.
(e) Bring in a song about that celebration or person and teach it to the class.
(f) Listen to records about or recordings of famous persons

II (a) Write the biography of the "non famous" person whose holiday the student would like celebrated.
(b) Share in the classroom observances of various religions (visiting places of worship-inviting visitors from these places as guest speakers).

Psychomotor.
I (a) Write an original Valentine poem
(b) Dramatize events of the era with appropriate costumes

(c) Plan and prepare a meal similar to one eaten by a famous February person.
(d) Have a "tasting party" of foods from different ethnic backgrounds.
(e) Organize a puppet show around an event of the era.
(f) Play "To Tell The Truth"
(g) Tableaux.
(h) Give mock TV interviews with famous people.

II (a) Collect pictures of famous persons of minority groups.
(b) Make a timeline of famous persons from the month of February

(c) Make a display, scrapbook or bulletin board depicting famous February persons.
(d) Dress in costumes of a particular ethnic background
(e) Construct a wall mural in which each child pastes a self portrait, indicating that children are different.
(f) Construct a Valentine box
(g) Have a parade of famous persons
(h) Construct fancy Valentines typical of 19th century America
(i) Construct and compare contemporary modern Valentines

RECORDS From Lincoln School Library.
Songs America Sings Columbia
Patriotic Songs & Marches for Children - Childcraft.
Mercury Record February Days - Bomar Co.
Holiday Songs - Bomar Co.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

ART
Construction of Valentine boxes, dioramas, floats, fancy Valentines, etc. Collection of period pictures. Displays, bulletin boards, scrapbooks, flag construction costuming.

MATH
Computation
Graphing
Measuring

LEARNING ARTS
Poetry writing.
Story writing
Writing of plays.
Interviewing.
Letter writing
Word games
Book reports
Biographies
Dramatizations

MUSIC
Records
Songs of Celebration
Study of musical instruments of other eras

SCIENCE
Discoveries of G W Carver.

VALUING EXPERIENCES

The child will make the choice of selecting an individual born in February whom he feels should be given the honor and prestige now given to people such as Lincoln, Washington, etc

(b) Should it be a national figure or friend?

If a national figure - people will be well known and there will be ample resources. If a local figure, there is the possibility of personal contact but fewer resources, materials. If a family figure, there can be original sources of reference but they are possibly only known to the child making the selection. If a friend the same premises hold.

List the reasons for selection based on the valuing process.

Peers will have opportunity to question the selection and child in turn will have opportunity to discuss reasons for his choice

RESOURCES & MATERIALS

BOOKS From H R Jones Library
St Valentine s Dat Bulla Crowell 65
First Book of Holidays - Burnett Watts 1955.
Spring Holidays - Epstein - Garrard 64
All About American Holidays - Krythe Harper 1962.

(From Sunset Library)
Cavanah & Pannell - Macrae Smith 1968.
Patriot s Day - Parlin - Garrard 1964.
Two Is A Team - Beim - Harcourt Brace 1945.

(From Lincoln School Library)
Teaching Citizenship To All Grades - Eugene Rider - F A Owen Pub. Co., Dansville, N Y 1965
Activities For Todays Social Studies Caleb Bucher - F A Owen Pub. Co.
A History of The Afro - American Through His Songs - Bernice Reagan Suny Albany.
Holiday Programs for Boys & Girls - Arlien Fisher - Play Inc.
Selections
A-Lincoln's Birthday pp 215-236.
B Valentine's Day pp 237-274.
C Washington's Birthday pp266-274.
The American Singer 2 - American Book Co., Songs for Special Days
Selections
A February Birthdays pp 112.
B Valentine pp 114,
C-My Valentine pp 115
Martin & Abraham Lincoln - Coblentz - E M Hale Co. 1947
Let s Find Out About Abraham Lincoln - Martha & Charles Shapp - Franklin Watts, Inc. 1964
Let s Find Out About George Washington - Martha & Charles Shapp - Franklin Watts Inc 1964
Our Country s Story - Frances Cavanaugh - Rand McNally Co 1962
The Golden Book Encyclopedia - Raw Peterson & Co., 1959 Vol 9,15,16 Selections Valentine 15 - Lincoln 9 Washington 16
Mount Vernon (An illustrated handbook) Mt Vernon Ladies Asso Virginia 72
Let s Go To Mt Vernon - Mary Jo Borrson G P Putnam s Sons, N Y
Games for Special Days - Dorothy E Gram F A Owen Co., Dansville N Y
Abraham Lincoln for the People - Ann Colver Garrard Pub Co., Champaign, Ill.

FILMSTRIPS From Sunset Library Story of Abraham Lincoln & Story of George Washington.

KIT - From Lincoln School - Study Guide of Famous People - Children s Press Chicago, Ill. Includes A-The Flag & Our Country Series - Filmstrips & Records (4) B-Cornerstone at Freedom Program - Great American Patriots - books, pictures, cassette tapes.

FILMSTRIPS & TAPES From Lincoln School Library - Valentine s Day Eye Gate Co and following from U T Films (Utica Schools) 262 A Lincoln the War Years 1162 Boyhood of A Lincoln 170 A. Lincoln 1276 Black History 77 The Perfect Tribute - A Lincoln & 821 Boyhood of G. Washington

EVALUATION

Cognitive.
1. Write a list of 5 holidays celebrated in the month of February

2 Write or give orally a report answering the following questions for each of the 4 holidays
   (a) When it originated
   (b) By whom?
   (c) Why?

Affective.
1 Select a holiday that appeals to you and give at least 3 reasons for your choice - orally or written.

2. Same as above.

Psychomotor.
1. Dramatize how a holiday is celebrated in the community or how the holiday they researched is celebrated authentic costumes dialogue.

2 Construct float or diorama based on research

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** LIVING IN THE HOT DRY LANDS **GRADE/AGE Level** 3rd Grade 8-9 Years **LENGTH OF UNIT** 6 Weeks Submitted by Margit Morse, Margaret Waterman, Deborah Marsh Miller School & Mary Angela Fiorentino, Roosevelt School	MAN AS CREATOR & EXPLORER, MAN IN CONFLICT, MAN & HIS COMMUNITY, MAN & HIS PHYSICAL ENVIRONMENT 1. All deserts are alike due to a lack of water. MAN AS CREATOR & EXPLORER, MAN IN CONFLICT, MAN & HIS COMMUNITY, 2. The annual amount of rainfall determines the physical geography of a desert. MAN AS CREATOR, MAN IN CONFLICT, MAN & HIS COMMUNITY, MAN & HIS PHYSICAL ENVIRONMENT 3. Deserts have many characteristics that are alike but also many differences MAN AS CREATOR & EXPLORER, MAN IN CONFLICT, MAN & HIS COMMUNITY, MAN & HIS PHYSICAL ENVIRONMENT 4. There are four main desert communities of the world, S.W. United States, Sahara, Gobi, Augtralian. MAN AS CREATOR & EXPLORER MAN IN CONFLICT MAN & HIS PHYSICAL ENVIRONMENT MAN AT WORK 5 Everyone must have shelter from the elements Environment and elements necessitate different shelters. MAN AT PLAY, MAN AS CREATOR & EXPLORER MAN IN CONFLICT MAN HIS ASPIRATIONS & FEARS, MAN & HIS GODS, MAN & HIS SELF-IMAGE, MAN & HIS INTIMATES MAN & HIS COMMUNITY, MAN & HIS PHYSICAL ENVIRONMENT 6 Environmental conditions dictates types of food 7 Environmental conditions dictates types of clothes 8 Mode of travel is determined by environmental conditions	I Psychomotor Given the task to construct a model of a desert showing how they are caused by the location of mountains water and effects of wind 2. Psychomotor. Children will create a model desert Using a heater and sprinkler, children will demonstrate the evaporation of water causing desert conditions. 3 Cognitive Given a list of many characteristics of the S. West U.S., Sahara, Gobi and Australian Deserts, each student will identify those that pertain to a specified desert, 90% accuracy Psychomotor Given paper, each child will write a paragraph comparing the life in the South west United States, Gobi, Australian and Sahara life with their own way of life. 4 Given a world map, each student will identify and locate the four main desert communities 100% accuracy Construct in sandbox a model of each desert community studied as to the type of shelter and clothing. 5 Given four pictures of desert homes the children will match story and pictures to 100% accuracy 6 Given a list of food of the desert tell how each is obtained for dinner in each desert community Given goat cheese, dates and goat milk, the children will prepare a Saharan desert meal 7. Given the question why do people of the desert wear so much clothing in such extreme heat? Each child will explain and give two reasons why they wear this clothing	Reasoning Skill Systematic Reasoning. 1. On sand table construct why we have a desert. →→ water / Mts. \ = desert Use boxes for mountains have dryer for wind. Cut out pictures of desert scenes and make a scrapbook on life in the desert. 2. Make grafts measuring the stated rainfall using rulers and yard stick Bring soils to school to show the clay and sand of desert communities compared to good soil Grow plants in each soil Water some and not others to show need for water 3. Bring in Cactus and make a classroom terrarium 4 Identify the four desert areas on a globe and map. Make a large mural across the bulletin board, using tempera paint, crayons, or cut out pictures to show the landscape, clothing, shelter and mode of travel in each desert Use all films, filmstrips and pictures about deserts for general information Use all reference books encyclopedias and books for information on desert life. Make an oasis scene where children can make believe they are trading camels for tools, etc 5. Make individual booklets of picters and maps of desert dwellings 6 Serve food typical of a desert community dates, goat cheese, etc Research food like shisk a bob, pilali, etc. Compare to American desert, Indian corn, beans, etc 7. Children will prepare a fashion show consisting of blankets wraps sheets Make clay figures and dress them according to desert fashions 8. Children will go to Utica Zoo and observe phy-	MATH Make a comparison chart of temperatures in the 4 main deserts MATH 2 Have children compare annual amounts of rainfall in each of the 4 major desert community. 3. SPELLING Make a list of desert spelling words to use with unit. 4. ENGLISH Have children write to travel bureau and request phamplets of desert communities and display on bulletin board ENGLISH Using puppets, write and perform short skit on desert activities and homelife activities. Make an Oasis scene where children can make believe they are trading camels for tools and any other needed materials. 5. ART Make head dress of American Indians Adobe Make transparencies of desert shelter Construct yurts of the Gobi desert Make Yurt hats 6 Reading food information Writing food reports Oral reports to class. Write recipes Collecting and categorzing receipts Collecting and labeling food Language Arts 7 ART Make puppets of desert dwellers and clothing ART READING Divide class into groups group will be responsible for background dress of a specific area Assign character names 8 ART Make two kinds of paper mache camels 9 MUSIC Learn desert songs and perform dances. PHYSICAL ED Play desert games in gym Role playing family life of each desert nomadic community and life at Oasis. MATH Have children engage in bartering 10 READ'NG SCIENCE Use of encyclopedias and reference books to see how deserts are changing	Value Confrontation. I. Recognizes need for choice. Your father is a scientist working for an oil company. He has been transferred to the Gobi Desert for 1 year and your family may accompany him. The rest of the family has decided to go. You have a choice of staying behind with a relative or going with the family. 2. Your alternatives a. Go along with your parents. b. Stay with a relative. c. Stay with relative and spend summer vacation with family in Gobi Desert. 3. Analyze alternatives. a How will your family feel if you don't go along? b. How would you feel without your family while staying with a relative? c How would you feel about giving up favorite activities? Ex Scouting Little League Camp d. How would you feel about living in a completely different culture? e Do you think you would want to learn language and customs? f. Would you be able to live without all the comforts of your home situation? 4 Make a choice. a What is your responsibility? b What do you feel would be best for you? c. Make your final decision and discuss with the class how your decision was arrived at. Internalization of choice. 5. Each child should be able to see that there are many different things that must be considered when making any kind of choice and therefore, be aware of the consequences Re-evaluate consequences in light of new experience 6 Before making a final decision each child has an opportunity to change his decision by listening to the members of the class and why they made choice.	I Use of globes, maps, encyclopedias, World books, dictionaries plus any books on the desert in our school and city library FILMSTRIPS Winds Around the World SVE, Chicago, Ill. Deserts SVE, Chicago Ill BOOKS This is the Desert, Ault, Phil. Dodd, N.Y. 1959. National Geographic, Washington, D.C 16 mm FILMS How Water Helps Us - #807, Utica Film Exch. 2. Use of globes, maps, encyclopedias, World Books, dictionaries plus any books on the desert in our school and city library 3. FILMSTRIPS Hot and Cold Places SVE, Chicago, Ill. 16 mm FILMS Wonders of the Desert, Utica Film Exch. #917 BOOKS All About Deserts Epstein, Sam Random N.Y. 1957. Guest Speaker from the Zoological Society. Junior Museum demonstration and exhibit 4 Use all globes, maps, encyclopedias, World Books, dictionaries plus any books on the desert in our school and city library. Sand construction paper and tempera paint. FILMSTRIPS Pueblo Dwellers, SVE, Chicago, Ill. 16 mm FILMS Utica Film Exch Southwestern States #52 Dwellers in Hot Dry Countries #64 Life in the Desert, #186. Boy of the Navajos #248 Navajo Children, #542 Navajo Indians #543 Sand, clay, good soil hair dryer to blow sand. BOOKS The Navajo - Bleecker Sonia Morrison N.Y. 1958 Nomads & Warriors of the Sahara, Morrow, N.Y. 1964	Evaluation of Reasoning Skill. I. Each child will draw a picture showing location of water, mountains and desert. Also show direction of wind. →→→ wind / Mts. \ = desert Some children will write a paragraph to explain this picture. Those unable to write own paragraph will tell it to the teacher or tape recorder 2. Give a group report to the class telling why the method used represents what happens on a desert 3. An objective test about the characteristics of the desert likeness and differences. Consists of 10 true or false and 10 fill in the correct word - 75% accuracy. 4 On a World map, each student will identify and locate the 4 main desert communities 100% Dramatic presentation. Divide class into 4 groups to represent the 4 desert communities. Each child will choose a member of the family group to represent and tell what role he plays. 5 Keep a diary of the different shelters of the 4 desert communities Pictures drawn or cut out of paper and magazine also included. Then all four diaries will be made into a booklet Thru the diary teacher will be able to evaluate and decide whether pupil has attained objectives Booklets can then be shared. The constructed projects and diorama will be an evaluation 6 Keep a diary of the different foods of the 4 desert communities. Pictures drawn or cut out of paper and magazine also included Then all four diaries will be made into a booklet Through the diary teacher will be able to evaluate and decide whether pupil has attained objective

CONTINUED

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** LIVING IN THE HOT DRY LANDS **GRADE/AGE LEVEL** 3rd Grade 8-9 Years **LENGTH OF UNIT** 6 Weeks Submitted by: Margit Morse, Margaret Waterman, Deborah Marsh Miller School & Mary Angela Fiorentino, Roosevelt School	MAN AT WORK & PLAY 9. Work and play are determined by surroundings. 10. Through scientific adventures and discoveries the life of the desert is changing.	8. The student will seek to explain why mode of travel is different in the desert communities. 9. Given paper, each child will write a paragraph comparing the occupation of the Sahara Desert with the Southwestern United States. Give the question Why can t the child of the desert play some of the games that we play during the year? Children will be able to respond with two examples explaining why. 10. Compare and contrast the way in which the lives of the desert tribes have changed and will continue to change as more people come to the deserts to live.	sical character of the camel that makes it suitable for desert travel. 9. (Bring someone in who has been to a desert to answer questions (exchange student). Play some desert games in gym. Sing desert songs and learn custom dances. 10. Have children divide into 2 groups for panel discussion on past and present desert life. Have children write letters to oil company for literature about recent oil exploration in desert areas.	MATH, SCIENCE Construct irrigation project with dam. (Measurement and Science). SCIENCE Experiment water evaporation effective by heat. SCIENCE - Go to Zoo and see desert animals. Field Trip.	BOOKS Wild Life In The Desert Fenton & Carswell Day New York City 1958. Sons of the Desert Manthon, N Y City 1966. Deserts Goetz, Delia, Morrow, N Y 1956. Lets Go To The Desert Huntington, H E Doubleday New York City 1949. Community of Living Things in The Desert Klats, A B Educational Society, New York 1960. The First Book of Desert - Knight D C Watts, N Y City 1964. True Book of Deserts - Rosell Elsa, Children s Press Chicago, Ill., 1961. Achmend Bay of Neger - Russell, Margalit, Putman, N Y City, 1965. Deserts, Silent Lands of the World, Pond. Alanzo, Norton, N Y City, 1965. 5. Use all globes, maps, encyclopedias, World Books; dictionaries plus any books on the desert in our school and city library for references. BOOKS: Desert Dwellers - Shannan, Terry, Whitman, Chicago, Ill., 1958. Junior Museum demonstration. 6. Use all globes, maps, encyclopedias, World Books, dictionaries, plus any books on the desert in our school and city library for resources. 7. 16 mm MOVIE - Utica Film Exchange. The Clothes We Wear - Use all books and World Book in city and school library. 8. Use for references all globes, maps, encyclopedias, World Books, dictionaries, plus any books on the desert in school and city library. 16 mm MOVIE - Utica Film Exchange. The Camel That Took A Walk - #918. Desert Nomads - UT 255. Walt Disney Film The Camel - WX - 530 Associated Film Corp., N Y City. BOOKS Desert Caravans - Charles Jay. Edward, N Y City 1960. 9. Utica College Exchange Student Speaker Program. 10. Field trips to Utica Zoo to view desert animals. 16 mm FILM - Utica Film Exchange Irrigation Farming - #525.	Booklets can then be shared. The constructed projects and diarama will be an evaluation. 7. Ability to keep a diary of the clothing of desert communities and picture drawings or cut out of paper and magazines also included. Then all four dairies will be made into a booklet. Through the diary teacher will be able to evaluate and decide whether pupil has attained objectives. Booklets can then be shared. Also the constructed projects and diarama will be an evaluation 8. Have a panel discussion to tell what and reason for their choice of mode of travel in the desert. 9. Ability to keep a diary of games and songs of the desert communities and pictures drawn or cut out of paper and magazines also included. Then all four diaries will be made into a booklet. Through the diary, teacher will be able to evaluate and decide whether pupil has attained objectives. Booklets can then be shared. Also the constructed projects and diorama will be an evaluation. Camel crossword puzzle - copyright Scholastic Magazines 1972. 10. At the end of the unit on Desert Communities a comprehensive test of about 50 questions. Mainly questions where the correct word - or idea is underlined. Teacher should read orally so all children will be able to take the test.

SUBJECT AREA

ENGLISH (LANGUAGE)

UNIT TOPIC

COMMUNICATION

GRADE/AGE LEVEL

8/3
3rd Grade

LENGTH OF UNIT

3 Weeks

Submitted by:

Elizabeth Crandall

Seymour School

GENERALIZATIONS

MAN & HIS INTIMATES

Usual symbols communicate meaning and emotion to man.

MAN & HIS SELF-IMAGE

Sounds communicate meaning, emotion and moods to man.

SENSORY, PSYCHOMOTOR)

Affective.

1. Upon hearing the sound of a siren on tape, assign various roles and ask each student to describe his feelings as he hears this sound symbol. (Roles victim of accident, spectator at movie or TV program. This should be executed to the role-player's and group's satisfaction.

2. Given a visual symbol of a person showing emotion, child will interpret the stimulus and the emotion to their group's satisfaction.

3. Given examples of various experiences common to primary children, the child will describe the emotion felt as super happy, happy, neutral, ambivalent sad or super sad - to his own satisfaction.

4. Given a story, the child will identify the main character's dominant feeling on the superhappy to supersad spectrum to the satisfaction of the class.

5. Having read the story and heard the record of Peter and the Wolf, the child will classify the characters as to their roles on the spectrum, to the group's satisfaction.

6. Given scenes from magazines of man, animals, nature and water (Haiku subjects) child will classify them under the proper heading choosing the dominant theme as it appears to him.

7. Given examples of Haiku Poetry, child will tell (or write) what each line means to him in prose.

8. Given Haiku poem, child will find picture of the scene described as he sees it.

9. Given knowledge of Haiku construction and pictures to stimulate ideas, child will write Haiku poetry to his satisfaction.

Cognitive.

10. Given categories on the Super Happy - Super Sad spectrum children will develop a word bank to group's satisfaction.

11. Given drawing materials, children will design symbols to represent places inside our school and on the playground, to group's satisfaction.

12. Given a page of music, child will identify simple symbols and sing the correct melody and time.

Psychomotor.

13. Given rule no words may be spoken, children will act out situations using pantomine.

14. Given the understanding of symbols, develop a game using symbols for places (banks, grocery stores, drug stores, churches, etc.). Play it. If awkward, change it until group is satisfied.

LEARNING EXPERIENCES

1. a. Record city sounds, farm sounds, musical instruments and people/animals.

1. b. Discuss and list sounds of emotional feelings. Record children's interpretations.

1. c. Make a cassette of sounds in and out of the classroom. Sounds are to be identified by the children.

2. a. Collect reproduction of visual symbols and classify (home, traffic, religion, transportation, sports, music, weather, holidays).

2. b. Draw symbols of various occupations.

2. c. Develop visual symbols that could be understood by everyone.

2. d. Listen to records of music following score (symbols) with their eyes.

3. a. Using visuals symbols to represent superhappy - supersad spectrum child will classify various experiences.

3. b. Make I feel happy when and I feel sad when statements. Put statements on body strips with the emotional symbol on the face and make little men. Use color as a symbol as well as faces.

4. a. Read Crow Boy by Yashima to class. Children discuss where Crow Boy fits on spectrum.

5. a. Read story and listen to record of Peter & The Wolf by Serge Prokofieff. Children will choose a character and make a paper hand puppet using colored construction paper, felt and yarn and paste. Color is a symbol - also face construction to portray character's place on the spectrum.

5. b. Act out story, using record and puppets. Have children listen to their theme music as entrance clue.

6. a. Introduce Japanese Poem Haiku of 17 syllables arranged in 3 lines of 5, 7, and 5, syllables. Subject matter concerns 4 topics: nature, water, animals and people. Read several samples and have children count syllables and classify subject matter chosen by poet.

6. b. Show pictures from National Geographic Magazine. Have children decide what topic or dominant theme he sees. (Subjective decision if more than one occurs).

7. a. Pass out ditto Haiku Poems. Children will tell in prose what the poet is saying. (Write if capable).
7. b. Discuss picturesque use of words by the poet.
8. a. Use National Geographic (or other source) and ask children to find pictures that fit Haiku Poems.
9. Use pictures mounted for 6 b. as stimulation for writing Haiku.
10. Write suggestions for word bank, made by children under the proper heading. Ask for opposites. Alphabetize each list for easy reference.
11. a. Discuss places in and outside the school that could be represented by a symbol. Children will draw these and test them for clarity in other classes.
12. Simple symbols (notes, bars, key signature) must be reviewed before giving children simple song to "read".
13. Situations written on slips of paper may be drawn from a hat and acted out in pantomine.
14. Develop standard symbols and mark in some order in the room. Develop secondary symbols for the same places to draw from a pack. Let children work out game goal and method.

CONTENT AREAS

SCIENCE - 1. Discover what makes sound and how it travels.

2. Discover how to change pitch sounds in strings, flutes and drums by making simple ones.

3. Experiment with tuning forks noting vibrations as seen in water or with a ping pong ball.

4. Make a tin can telephone.

5. Feel vocal box vibrations.

SOCIAL STUDIES -
1. Construct symbols of holidays and discuss their meaning.

2. Make flags of countries studied in the 3rd grade curriculum.

3. Design a flag for our school.

MUSIC - 1. Compare instruments from western countries to eastern.

2. Teach (reteach) music symbols.

3. Listen to Meet The Instruments and watch filmstrip to gain knowledge of sounds band and symphony instruments make.

ART - 1. Make Indian symbols.
2. Make Totem Poles (personal out of soap)
3. Make collage of visual symbols.

VALUING EXPERIENCES

1. Children, as pedestrians, passengers bike riders and snow mobile drivers, know safety symbols. The question was asked "Are safety symbols to be obeyed by everyone?"

Step I & II recognizes a need for choice. The following evolved:
1-Safety symbols should be obeyed by everyone.
2-Safety symbols should be obeyed when convenient.
3-Safety symbols should be obeyed only by drivers.
4-Safety symbols should be obeyed only by pedestrians.

Step III Consequences of alternatives.

In discussion of hazards brought about by 2-4.

Consequences were drawn from their experiences.
a. Everyone's benefit.
b. Parents' approval.
c. Law officers' approval.
d. Personal pleasure.

Step IV Free choice among alternatives.

Alternatives put on various board sections and children group around their choice.

Each group prepare defence of their choice, referring to consequences. Other groups can argue after each presentation. Children may change groups after each presentation.

RESOURCES & MATERIALS

Pictures from magazines, newspapers or books.

RECORDS:
Ear Training for Middle Grades, CM1039.
Listening with Mr. Bunny Big Ears, Kimbo Educ.
Listen! Imagine and Write American Educ. Pub.
Peter and the Wolf, Happy Time Records. International Childrens Symphony Orch. James Ducas, Narr.
Meet The Instruments, Bowmar Records (record keyed to accompany filmstrip).

FILMSTRIPS:
How Do You Feel? 130 Ed. Dev. Corp.
Signs and Signals, Eyegate
Signs That Tell You What You Need to Know - Eyegate.
Signs That Warn - Eyegate

FILMS: 16mm
Alphabet F100
Listen Well & Learn Well, F1010.
Rainshowers F579.
Wind Sounds F2062.
String Sounds F2063.
Percussion Sounds F2064.
(From BOCES)

BOOKS:
Look & Learn, Childcraft Annual 1966, Chicago, Field Enterprizes Educational Corp.
Crow Boy, Taro Yashima, New York, Viking Press 1955.
Peter & The Wolf, Serge Prokofieff, N.Y. Franklin Watts, Inc. 1961.

EVALUATION

1. Make a dictionary of visual symbol alphabetized by classification with alphabetized subheadings.

2. Invite other classes to hear and identify sounds collected on cassette.

3. Take uninvolved group on tour of building to identify symbols. (Objective II).

4. Make up new melody and use proper symbols to write it on music staff.

5. Display national holiday symbols in halls.

6. Play game developed by class (Objective 14). Teach others to play it.

7. Put on play Peter and The Wolf for other grades.

8. Write descriptive paragraphs using affective word bank words. (Objective 10).

INTERMEDIATE

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LANGUAGE ARTS **UNIT TOPIC** ORAL COMMUNICATIONS **GRADE/AGE LEVEL** 4th Grade Level **LENGTH OF UNIT** 3 Weeks Submitted by Patricia Notaro Francis Roy Brandegee School	1. MAN & HIS INTIMATES MAN & HIS COMMUNITY. Effective methods of oral communications are necessary for functioning adequately in modern day society 2. MAN AS CREATOR & EXPLORER MAN AT WORK. Oral communications can be transmitted through different techniques. 3. MAN & HIS ASPIRATIONS & FEARS - MAN & HIS INTIMATES. Man has a basic need to express himself. 4. MAN IN CONFLICT. Oral communications have both facilitated and/or inhibited conflicts on a global scale. Language differences can inhibit man and his relations with his fellow man 5 MAN AT PLAY. Much of man's leisure time involves different modes of oral communications.	(Psychomotor) Each student (using model telephones) will make a telephone call to a business establishment seeking information as to hours of operation and the price of a specific item (Cognitive) Given a list of 20 different types of communications the students will identify those types that involve oral communications to 90% accuracy (Affective) Given the topic "If I had the power to change the school, this is what I would do," each student will write at least 3 suggestions for changes he or she would make (Affective) Each student will listen to a short speech (on tape) and then identify at least 3, but no more than 5, important viewpoints of the speaker. (Psychomotor) Each student will select and play a musical recording which he or she would like to listen to at home for relaxation. (Affective) Given a choice of 4 hobby clubs (Art, Rock Music, Cooking, Drama) each student must select only one club he or she would wish to join, and write paragraphing 3 to 5 reasons for his choice.	LANGUAGE ARTS Each student will use model telephone. SOCIAL STUDIES A class trip to the telephone company. ART & SCIENCE Each student will draw or collect pictures about types of oral communications thereby classifying consistently and exhaustively SCIENCE ART The class will do group research projects about intentions and inventors that are directly related to oral communications. This will include written reports, bulletin boards, and other display items. LANGUAGE ARTS A class discussion on "If I had the power to change the school, this is what I would do"; thus sharing different view points with others SOCIAL STUDIES Each student will listen to famous speaches by John F Kennedy and Martin Luther King SOCIAL STUDIES Class discussion on John F. Kennedy and Martin Luther King and the causes which they championed Also draw comparisons between the different viewpoints that different students perceived from the same speeches. MUSIC - The class will listen to 3 musical selections done in different languages. MUSIC - Each student will select a recording of a song that he or she enjoys listening to. LANGUAGE ARTS (Drama) Each student will prepare and deliver a speech on : . favorite hobby they would like to have.	Value Development and Clarifications I. Recognizes need for choice. You receive a notice that 4 hobby clubs will be formed. The clubs will be (a) drama (b) art, (c) rock music (d) cooking. Each student will be allowed to join only one club for the year. II Identifies Alternatives (a) Student may decide to join no clubs. (b) Student must make choice if one club only. (c) If student dislikes his choice, he may not change clubs. III Analyses Alternatives (a) If student joins one club he is automatically excluded from the other clubs. (b) If he joins no clubs, he can not partake in any of the activities. (c) Once he makes his choice, he is committed to that club only. Therefore careful judgement must be used. (d) Should a student choose a club in which he is familiar with the subject area or should it be a club that he is not familiar but seems very interesting IV Freely chooses among alternatives. Each student will identify his choice V. Internalization of choice. Each student will write a paragraph giving at least 3 and no more than 5 reasons why he or she made the choice he or she made. VI. Re-evaluation After making your choice to join a certain club, you found that all of your friends decided to join another club. Would this situation cause you to change your original choice or would you still make the same choice?	"A communications Telephone Program" "Telezonia" Model telephone kit (2 model phones). "Telephone Activities Manual" for Elementary Grades that go with model telephone kit. New York Telephone Company - Genesee St., Utica, N.Y. Books from card catalog at Brandegee School. 920 HAB "Black Pioneers of Science & Inventions" by Louis Haber. 921 ED "Thomas Alva Edison - Miracle Maker" by Mervyn D Kaufman. 921 BEI "Alexander Graham Bell - Man of Sound" by Elizabeth Montgomery. 921 FRA "Meet Benjamin Franklin" by Magi Scarf. The World Book Encyclopedia Science Encyclopedia Compton's Encyclopedia Britannica Junior Encyclopedia Local Radio Station personnel to visit classroom. SVE "3 Great Americans" Filmstrips and record: "John F. Kennedy" & "Martin Luther King" Also record of "John F. Kennedy's Inaugural Address" and record of "I had a Dream" speech by King. UT 219 "Listening" - a film and sound (Utica Public Schools) 1062 (B&W) "Communications for Beginners" film with sound (Film Exchange) Warren Schoat Productions - (Filmstrip and record) "Fayette, Mississippi" 1 - A White Resident Speaks. 2 Charles Evers Speaks. SVE "E Great Americans" A244SAR (3 filmstrips, 3 records 3 guides) John F. Kennedy and Martin Luther King's Life Stories. Record - Aguinaldo's Naridenos (Christmas songs in Spanish). Urban Media Materials 1969 Record - Navidad (Christmas songs in Spanish). United Artists Corp. (Tape and Filmstrip) "Puerto Rico and the Puerto Ricans" (Done in Spanish and in English) Write Media Center at Brandegee School.	Teacher Observation. 1. Using model telephones, the teacher will act as a representative of a business establishment, the student will inquire (of the teacher) the business hours and ask for a price of a specific item the student will be evaluated by the following criteria: (a) Dialing correctly the number given. (b) Speaks with clarity. (c) Uses proper telephone ethics. (d) Successfully obtains the correct information. 2. Teacher made test. A student is given a list of 20 types of communication and must correctly identify those that deal with oral communication to a 90% accuracy 3. Teacher evaluation. Each student will be given the topic "If I Could Change the School, This is What I Would Do" and write a paragraph about it. The teacher evaluation will be on the following: (a) At least 3 changes will be suggested (b) The uniqueness and/or practicability of the suggestions (c) Consideration will be given for correct grammar, capitalization and punctuation and spelling and neatness. 4. Teacher observation. After listening to a tape by John F. Kennedy or Martin Luther King, each student will list at least 3, and not more than 5 viewpoints of the speaker. The individual students will relate, to the class, his or her ideas of what the speaker was communicating. Each student will be evaluated by the following: (a) Accuracy of interpretation. (b) The ability to defend his or her opinions. (c) At least 3 and no more than 5 viewpoints are expressed.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LANGUAGE ARTS UNIT TOPIC EXPERIENCE STORIES - RELATING TO FAMILY LIFE GRADE/AGE LEVEL 4th Grade 9-10 LENGTH OF UNIT 10-12 Sessions 40 Minutes each Submitted by: Claire Cutler, Marjorie Ferguson, Wetmore School Paul Rinko, Mary Pistolesi, Potter School & JoAnn Williams Mary School	I. MAN & HIS COMMUNITY The experience man encounters in his daily living shape his view of the world. II. MAN & HIS SELF IMAGE Man's use of leisure time helps him to develop his personal values.	Cognitive: 1 Given a topic children will compose a group of sentences relating to it. 2 Given a topic, children will orally develop with teacher voccbulary relating to it 3 Given a list of words relating to a title, children will write synonymous words to make paragraph more interesting 4. Given sentences, children will arrange them in correct sequence. 5. Given group of sentences in proper sequence, children will arrange them in correct paragraph form. 6. Given a finished, written story, children will proof read for correct usage, spelling and punctuation. (At least 75% of class will accomplish the objective above). Affective: 1. Given a hypothetical family situation, student will defend orally or in writing a solution to it. 2 Given choice of several leisure time activities, children will choose one and explain in a paragraph why they chose it. 3 Given a choice of several places in the community to visit, children will select one and orally explain why they wish to visit it. Psychomotor: 1. Given a family situation, children will present it to class in a play or puppet form. 2. Given group of magazines, children will create a scrapbook that is representative of their concept of family life. 3. Given an opportunity to discuss hobbies, children will bring in a representative sample of a hobby and show it to class. 4. Given space and materials, children will create bulletin board of family activities, hobbies, etc. NOTE: (All objectives above relate to both Generalizations)	1. Following a discussion of family customs, hobbies, etc., children will list things they would like to write about. 1. From a list of topics, child will choose one and write 10 sentences related to it. 1 From a dittoed list of sentences, children will choose those related to a specific topic and eliminate others. 2. Children will list descriptive adjectives for specific nouns. 2. Children will compile list of descriptive verbs. 3. Children will list synonyms for given list of words. 3. Children with teacher will compile list of similes. 3. Children will write antonyms for list of words. 4. From a dittoed list of sentences, children will put them in sequential order by rewriting or numbering them. 5. From a dittoed list of sentences children will recopy in correct paragraph form. 6. Children will proof read teacher prepared dittoes of incorrect usage, spelling, punctuation and recopy correctly. 1. Have children list several home and school responsibilities. 2. From the compiled list of responsibilities, each child will present a minute speech of one responsibility he has at home. Reasoning Skill: (Foresees Problems and Solutions). 3. Write a paragraph about one responsibility you have at home. Explain consequences of not doing it. Explain how you feel about it.	SOCIAL STUDIES After research write of the role of the mother or father in Colonial times. List leisure time activities in Colonial times for children after having seen illustrations in books and researching. MATH 1. Cut out grocery ads from newspaper and plan grocery list for the week. Itemize amount spent. 2. Plan budget for family. 3 Make graphs showing portion of income spent on family needs. LANGUAGE ARTS 1 Spelling. 2. Sentence structure 3 Grammar 4 Punctuation 5 Oral presentation to class. 6 Listening skillfully ART: Bulletin Board Creativity Making puppets. Paper dolls. Scrap books. Create illustrations	Value Confrontation 1 Identify Problem - 10 year old child is minding his infant brother when baby suddenly becomes sick and is crying constantly. 2. Identify Alternatives - Through class discussion, alternatives will be identified. (For example). 1 Call grand parents who live across town. 2 Try to contact parents which may take considerable time. 3 Run next door to new neighbor. 4 Call family doctor. 5 Wait for parents to come home, meanwhile hold baby. 3. Analyze Alternatives through class discussion. 4. Free choice among Alternatives - Student writes brief paragraph indicating his solution and his reasons for his choice of solution. 5 Internalization - After listening to paragraphs and solutions of other students and having had a discussion with own family, student will defend his first choice of solution orally or will admit to change and orally explain reasons for change. 6. Re Evaluation - At a later time, each student will write a paragraph of 75-100 words indicating his own solution to a similar family problem that involves a valuing situation.	Filmstrips Steps in Building a Paragraph Series 129-1 Steps 1-3 129-2 Steps 4-5 129-3 Steps 6-7 129-4 Steps 8-9 Singer Society for Visual Ed. Inc. (All available at Wetmore School). Eye Gate Filmstrips: Homonyms - Synonyms (Fundamentals of Vocabulary Building) Filmstrips - Records - 3M Visual Products Div. 201 Composition - Writing Effective Sentences Part I 202 " " Part II 3M Visual Products Division (Secured through BOCES) at New York Mills. Strips & Records 1. Teaching Values Through Unfinished Stories (Grade 4-7). by Dorothy Carr. Educational Activities Inc. 2 Unfinished Stories Depicting 6 Basic Values by Dorothy Carr. Educational Activities Inc. Box 392, Freeport, New York 11520 (Secured through BOCES) New York Mills. FILMS Creative Writing - A Series UT-267 Jail Door Went Clang UT-266 Mean, Nasty, Ugly Cinderella. UT-265 What's Red Riding Hood. UT-264 Man Who Bought Monday Night. UT-263 Friends. UT-277 The Little Match Girl. UT-38 Sheep, Sheep, Sheep. UT-349 To The Honey Tree. UT-139 Skipper Learns a Lesson. (All films are from the Utica Public Schools).	Multiple Choice Test - Vocabulary Of 4 choices, pick 3 words with same meaning. Vocabulary test - Match words with meanings. Vocabulary test - Put words in sentences that show meaning by context. 1. Synonym tests 1 Match synonyms 2 Match antonyms. 3 From list of words, select and group synonyms together. 5 Oral Presentation: Divide class in two groups - Each group with packet of cards. Each card has one written statement. Other group must rearrange students holding cards until story is in correct sequence. 6. Test - Rearrange sentences on a ditto by numbering in correct time sequence. 7. Listening test - Teacher reads a series of two statements. Children listen and write on paper which came first, which came second. 8. Circle all errors - In a teacher prepared paragraph, containing mistakes in usage, spelling, punctuation, etc. 9. Folder of paragraphs - Evaluate individually the growth of creativity and English skills by comparing initial paragraphs with latest ones. (All objective testing with 70% correct).

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES FOR OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
CHILDREN'S LITERATURE **UNIT TOPIC** **APPRECIATION, ENJOYMENT & EVALUATION OF CHILDREN'S LITERATURE** **GRADE/AGE LEVEL** 4th Grade 9-12 Years **LENGTH OF UNIT** **ONGOING ACTIVITY THROUGHOUT YEAR** Submitted by: Audrey Brooks, Helen Humphrey, Genevieve Vojcik, Roosevelt School & Christine Chwasik, Albany School	I. Book characters think and act much like real people. II. The outcome of a story logically results from a series of separate but related events and actions of the characters. (Plot) III. Time and Place (setting) influence the actions of a character and the outcome of the story. IV. Characters in stories point out different feelings and opinions. V. Each story is held together by 1 main idea (theme) implied or directly stated. VI. Use of background sets the mood and the tone that the author wishes to convey.	I. Cognitive, psychomotor: Given a list of the characters from a selection they have read, the students will be able to distinguish in writing between the main and minor characters within a reasonable degree of accuracy of his ability. 2. Affective: Given a selection they have read, the students will be able to list desirable or undesirable qualities associated with the major characters to a reasonable degree of his ability. 3. Cognitive: Given a number of quotations from a selection the students will be able to match on paper the quotations with the characters to a reasonable degree of accuracy of his ability. 4. Cognitive: Given a list of the characters actions, the student will be able to discuss orally the causes for the actions to a reasonable degree of accuracy of his ability. II. Affective: Given a list of events from the story, the student will be able to choose one and explain in writing why he sees that as being the most important event to a reasonable degree of accuracy of his ability. 2. Cognitive: Given a story, the student will be able to, in writing, list the events in proper sequence to a reasonable degree of accuracy of his ability. 3. Affective, cognitive: Given only the first 2 incidents of a story, the student will be able to orally discuss what the possible outcomes might be to a reasonable degree of his ability. 4. Affective: Given a student's possible outcome to a story, the student will be able to orally compare that outcome to the actual outcome to a reasonable degree of accuracy of his ability. III. Cognitive: Given 10 selections, the student will be able to orally identify the time and place of each to a reasonable degree of accuracy of his ability. 2. Affective, cognitive: Given the time and place of a story, the student will be able to identify in writing how that influenced the character's actions to a reasonable degree of accuracy of his ability. 3. Affective, cognitive: Given the setting of a story, the student will be able to determine in writing how it influenced the solution of the problem to a reasonable degree of his ability. 4. Cognitive: Given 10 selections varying in setting, the student will be able to list in writing a custom related to that setting to a reasonable degree of accuracy of his ability-	I. (1) After a story has been orally read, the children can discuss main and minor character. (2) After sharing a number of stories, children discuss good, mean, and selfish characters, giving evidence from stories. (3) Students will write stories telling why they like or dislike a certain character. (4) Students can write stories comparing themselves to a character. (5) Students can make up a picture dictionary of character traits. II. (1) Child can orally read his favorite section from a story and explain why it is his favorite. 2. Some students can act out a scene from a story that has many possible outcomes on each; others must tell in their own words what happened. Reasoning Skill: Identifies cause and effect relationships. III. (1) While having a selection orally read to them, students can write down words related to time and place. (2) Organize a picture dictionary of time and place words. (3) A dress-up day where children can dress like the characters would have in the selection. IV. (1) One student can read a story, then the others must identify orally who is telling the story. Discuss. (2) A trial system game: appoint judge, jury, etc. and ask defendent questions of feelings. (Apply to other objectives)	I. ART: children can draw pictures of characters. II. ART: children can draw series of events from story in proper sequence. (2) LANGUAGE: debate the outcome: was it good or poor ending. III. ART: draw pictures showing setting. (2) ART: shoe-box or diorama showing setting. (3) MATH: children can draw up a time-line showing when they believe the story took place. IV. LANGUAGE: dramatize or pantomine point of view from story. V. MATH: illustrate a bulletin board showing themes from various stories. VI. MUSIC: children can bring in songs or write songs that relate to mood in various stories.	Value Clarification: Desirable and undesirable qualities. I. Recognizes the need for Choice: The children will be presented with a problem of choosing between honesty, truthfulness and peer pressure. Problem: A group of children away at a summer camp have just had a sale of crafts they have made. The money was to be used to finance a field trip. All knew where the money was kept. One day, it was gone. John, one of the boys, saw that one small group of boys had taken the money. This group was the bully group. The counselor said that if the money is not returned there will be no field trip. What should John Do? II. Identifies alternatives: (1) Should John tell counselor? (2) Should he keep quiet? (3) Should he tell a friend? (4) Should he anonymously tell counselor? (5) Should he seek advice from a third impartial party? III. Analyses alternatives in light of the consequences: (1) How would he feel if he told the counselor (noble, honest, scared)? (2) How would he feel if he kept quiet? (Smug, guilty, secure and safe)? (3) How would he feel if he told a friend? (Uncomfortable, prestige)? (4) How would he feel if he told anonymously? (Chicken, insecure)? (5) How would he feel if he sought advice? (scared, relieved)? IV. Freely chooses among alternatives: Have different children role play the various alternatives showing the different emotions and showing also what would happen as a result of that choice. V. Internalization of choice: After carefully viewing all the alternatives the child will make a choice as to what he would do if he were John.	I Filmstrips: American Folklore Series: McGraw-Hill N.Y.: Johnny Appleseed Paul Bunyon Pecos Bill Joe Magerac The Ugly Duckling & The Sly Fox (Eyegate) The Meeting of the Mice - Eyegate Films: Robinson's Island #1339C Utica Film Exchange. Steadfast Tin Soldier, #852 Utica Film Exch. Utica. Books: White, E.B., Charlotte's Web - Harper & Race 1952. (also Plot & Mood) White, E.B., Stuart Little (also plot and mood) Harper 1945 Norman, Gertrude, Johnny Appleseed, Putnam 1960. Hatwood, Carolyn, B is for Betsy (plot also) Harcourt & Brace & World 1938. Colver, Anne, Abe Lincoln, Dell 1960. Beim, Jerrold, Smallest Boy in Class - Morrow 1949. Games: Book Bingo: Children make up own stories, played like regular Bingo. II Filmstrips: The House Disappears Eyegate, Chicago. The Old Witch & Leather Bag - Eyegate, Chicago. Films: The Stolen Necklace, #1340C Utica Film Exchange. Mike Mulligan & His Steam Shovel, #754 Utica Film Exchange. Lentil #760 - U.F.Ex. BOOKS: McCloskey, Robert, Lentil - Viking 1940	I. An objective test of multiple choice, T-F and matching questions related to identifying characters in a story. 2. Children will view anyone of the film strips listed under characterization and orally list characteristics of characters. 3. Children will prepare written reports about a favorite book character(s) citing some of the words and phrases used by the author to describe the character. 4. Children can construct puppets representing characters from stories. 5. After stories have been shared, children will prepare written reports identifying good, mean, etc. characters by citing evidence from story. II. Have the students write the incidents in the right sequence of order. To go with reasoning skill & learning experience #2. Children will be given a similar story with different possible outcomes. They will write possible outcomes that they would choose. This will be followed by an oral discussion in which one outcome will be generally preferred. 1. The students will make a series of pictures that illustrate one of their favorite stories. The other students will put them in their proper sequence. 2. From a scrambled list of incidents that took place in a story

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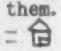
SUBJECT AREA	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
CHILDREN'S LITERATURE UNIT TOPIC APPRECIATION, ENJOYMENT & EVALUATION OF CHILDREN'S LITERATURE GRADE/AGE LEVEL 4th Grade 9-12 Years LENGTH OF UNIT ONGOING ACTIVITY THROUGHOUT YEAR Submitted by: Audrey Brooks, Helen Humphrey, Genevieve Vojcik, Roosevelt School & Christine Chwasik, Albany School	IV. (1) Given 10 selections, the student will be able to identify in writing the author's point of view to a reasonable degree of accuracy of his ability. (Affective). 2. Affective, cognitive: Given the main characters of a story the student will be able to orally discuss the point of view expressed by each to a reasonable degree of his ability. (Reasoning Skill - sees relationships among objects perceived from different points of view. 3. Cognitive: Given 10 selections, the student will be able to identify in writing who is telling the story to a reasonable degree of accuracy of his ability. V. (1) Cognitive, affective: Given 10 selections, the students will be able to orally state what the special thoughts (theme) of each to a reasonable degree of accuracy to his ability 2. Cognitive: Given 10 selections, the student will be able to distinguish in writing between those that have the problem directly stated and those that have the problem implied to a reasonable degree of accuracy. VI. (1) Affective: Given a story, the student will be able to list in writing at least 5 phrases that suggest the mood to a reasonable degree of accuracy of his ability. 2. Affective: Given 10 selections, the student will be able to orally identify changing moods in each to a reasonable degree of accuracy of his ability. 3. Affective: Given a story, the student will be able to orally compare his feelings to the mood of the story to a reasonable degree of accuracy of his ability. 4. Psychomotor: Given the necessary materials, the child will be able to construct a background fitting the setting of a chosen story.	V. (1) Children can draw possible book covers that illustrate story's theme. 2. Match game - match themes with titles of stories (familiar and unfamiliar). 3. Quiz show where "contestants" are asked questions on theme (apply to other objectives also). VI (1) Children can make picture cubes illustrating various moods in a story. 2. Children can be given a story with missing words; then must fill-in mood words. 3. Children can make up crossword puzzles or word search puzzles using mood words (This activity can apply to any other objective).	VI. Re-evaluation of consequences in the light of new experiences Give the children a new problem that is related to the first. Can the child analyze the alternatives of this problem and make a choice in the first problem?	Burton, V.L., Mike Mulligan & His Steam Shovel - Record, Bowmar Records 1963. Hoff, Sydney, Danny & The Dinosaur, Harper & Row 1958. Elkin, Benjamin, Al H The Magic Lamp, Harper & Row 1963. Warner, Gertrude, Surprise Island, Whitman The Boxcar Children - Whitman Mike Mystery - Whitman 1960. III. Film: Five Chinese Brothers, #763 - Utica Film Exch. Filmstrips: Davy Crockett & The First Frontier - EyeGate, Chicago Mike Fink & The River Highways - EyeGate, Chicago. Pecos Bill, Cowhand of the Old Southwest - EyeGate, Chicago Paul Bunyon - Lumberjack of the North Woods - EyeGate, Chicago. Record: Hopi Tales - Scholastic, New Jersey. Books: Ward Lynd; The Biggest Bear. Miles, Miska, Little Brown, 1967. Holling, H.C; Tree in the Trail - Houghton, 1942. Le Sueur, Moridel, Little - Mapf 1954. Brothers of the Wilderness. IV. The Adventures of the Lollipop Dragon; 6 filmstrips & 3 cassettes ; SVE, Chicago. Stories for children - Encyclopedia Britannica - Fulmstrips - Chicago Gulliver Among the Lilliputians, The Wild Swans, The Lady & The Staveren. Cleary, Beverly; Mouse and Motorcycle (Plot & Mood) - Morrow, 1965. Clark, A.N, In My Mother's House (Setting also) - Viking Press, 1941. Adamson, George; Born Free (Plot & Setting also). Lexau, Joan, I Should Have Stayed in Bed (Plot & Crowell 1969). Characterization. Gannett, Ruth; My Father's Dragon (Mood also) - Random House, 1948. Games & Books: Harshaw, Ruth, What Book is That? Fun with Books at Home, at School - The Macmillian Co., N.Y. 1969. Characters & Incidents of Familiar stories to observe their point of view. V. Filmstrips: EyeGate-Chicago. The Rabbit & The Turtle. The Crow & The Pitcher. The Fox & The Stork. Record: The Emperor's New Clothes - Scholastic - New Jersey. Books: Tashes, E.K.; Village That Learned to Read (Setting also) Macmillian 1961. Cone, Molly; A Promise is a Promise - Morrow Blim, Jerrold; Smallest Boy In Class. Morrow 1949. VI. Film: Madaline #235, U.F. Exch. The Enchanted River #764, U.F. Exch. Books: Baum, Frank; Wizard of Oz - Grosset & Duneop 1956. Cleary, Beverly; Ramona the Pest - Morrow 1968. Coatsworth, Elizabeth; The Cat Who Went to Heaven - Macmillan, 1958. Bemelmans, Ludwig; Madaline' (also setting) The Viking Press, N.Y. 1967	that has been read to the class. 3. Children will dramatize or pantomine an important incident of a story and other children will be able to identify the story, incident and characters involved. III. (1) Children will write short compositions discussing the relationship between a particular character and the setting. (2) From a list of titles which suggest specific locales have children prepare oral reports on where the respective stories might take place and why. IV. (1) Select an experience common to all the students and have them orally relate what they felt happened. (2) Teacher will observe role-playing of students.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVE, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS **UNIT TOPIC** **SETS, SYMBOLS SENTENCES** **GRADE/AGE LEVEL** **GRADE 4** **9 - 10 YEARS** **LENGTH OF UNIT.** **4-6 WEEKS**	**PHYSICAL ENVIRONMENT.** Man, in order to cope with the numerical structure of his society and determine his needs, must be able to recognize equal sets - matched one-to-one. In order to cope with the mathematical world based on concepts not all understand, man must be able to interpret numerals and write them. **COMMUNITY.** Man must learn to join things together as well as separate things for many purposes whether economical or social. **SELF-IMAGE - ALL STRANDS.** Man must deal with mathematics in all aspects of living, whether personal, social, political, or practical living. **CONFLICTS:** Man must recognize that certain things are not equal and he must be able to make judgements about these. Man must be able to solve problems, his own or otherwise, and determine when a solution is impossible.	**AFFECTIVE:** 1 - Given a list of words both of feelings and materials things, each student will be able to demonstrate his awareness of himself and of the symbols < > by placing the correct symbol by each word, in order to show what means more and means less to him. **COGNITIVE:** 2 - Given a chart with some blanks, each student will be able to demonstrate his capability of interpreting numbers in the forms of words, symbols, or pictures by filling in the number short by writing in the correct word, number, or picture. 3 - Given a list of ordinal numbers, each student will be able to demonstrate his ability to use words that express order by writing 10 sentences. 4 - Given a group of set pictures each student will be able to demonstrate his comprehension of addition by writing addition sentences. 5 - Given 20 number sentences, each student will be able to express his awareness and his usage of the symbols =, ≠ by replacing each of the 20 blanks with the correct symbol =, ≠. 6.- Given 25 pairs of numbers each student will be able to express his awareness and usage of the symbols < > by writing the appropriate symbol between the numbers. 7 - Given 20 word sentences, each student will be able to use his mathematical awareness and understanding of the symbols < >, ≠, = to interpret and write 20 mathematical sentences, using the symbols, < >, ≠, =. 8 - Given 25 sentences each student will be able to demonstrate his knowledge of the concepts of	1&2 Students will make up 2 lists of words; one of emotional words - one of material things. The class as a whole places each of these words under one of two columns, "means more to me" or "means less to me". Then the students will make up individual lists which can be applied to present day problems and priorities, such as issues, consumerism, human worth, war, pollution, etc. 3 - Panel - groups of students will discuss above issues in terms of importance to them. 4 - Using the principles < > the class can compare the following measurements, height, weight, and these comparisons can be shown on a bar graph or chart. 5 - Make a list of household conveniences (objects). List them as meaning more or less to the students. Poll parents, then compare the results. 6 - Each child will make up a story using symbols and pictures, exchange stories and translate them to English sentences. 7 - Construct geometrics shapes and match them with numbers, 3 = Δ The reverse can be done. 8 - Each child will set-up a classroom seating arrangement using ordinal numbers. These arrangements will be tried during the year as the situation permits. 9 - Students can construct number puzzles, both for fellow students and primary grades. 10 - Given a set of addition sentences the students will make up story problems which can be solved. 11 - Using addition sentences, the students will make art drawings depicting the union of sets. 12 - Using objects in the room, the students can make up addition sentences. 13 - The class will make a facts-of-10 book for the primary level - also showing addition facts as well as reverse operations - subtractions. 14 - Each child will make a floor number line from 1 to 50. 15 - Presented with a group of set pictures, the student will: (a) Match those that are equivalent and circle the ones that were non-equivalent. (b) Show equivalent sets in the room by using objects available in the room; (c) Compare weights and heights of the students in terms of equivalent or non-equivalent. 16 - The students will construct various quiz sheets for the class using the symbols =, ≠	**ENGLISH** - The students can write stories in symbols. Then they can exchange them so that others in the class can attempt to interpret them. ex. house =  **SOCIAL STUDIES** - Using the symbols < >, =, ≠ the students can discuss issues relevant to the past such as the Constitution, Religious Freedom, etc. The students can also conduct surveys using the local paper and graph their results(<, >, ≠, =) concerning current issues. **ART** - Symbols are much a part of art, and mathematical symbols can be contrasted and compared to these, and they can also be expressed in art form as part of a bulletin board.	Given the symbols =, ≠ the students will be able to relate this to society. **EXPERIENCE:** The class breaks up into 2 groups of ten each. The inner group's members each receive a sheet of paper with directions to play the game. Nine students receive slips that say: 1 - As a group discuss discipline at home and at school. 2 - Ignore (for example Ken), don't accept his contributions, treat him as an outcast. The tenth student (Ken) receives direction number 1 on his slip, but he doesn't know the group will ignore him. At the conclusion of the inner group discussion, the class discusses the outcome with the 10 observers. The overall premise being - "Minority groups should be recognized as equals in our society". As a result of this experience the outcast would have the following possible alternatives: 1 - He could continually attempt to be recognized by the inner group. 2 - He could leave the situation, breaking down all communications. 3 - He could attempt to appeal to the group or an emotional level - or through the democratic process. 4 - He could attempt to seek out authority, such as the teacher, to intervene. They would discuss which alternatives would create positive reinforcement and which produce negative. Also each student would determine which alternative would suit them. In order to determine this step, the teacher will have to observe what alternatives are chosen, and how the outcast reacts, and how he justifies his choice. (Why?)	1 - Scott Foresman Basal Reader. List of vocabulary from basal or other texts, etc. Observer Dispatch. Magazines - any kind. Pollution - contact local ecology group, Mrs. Miller. School library - general reference. Weekly Reader. Educational Dimensions - Filmstrips - cassettes. "Perception: The City". Mathematics 4 - Laidlaw. Using the Social Studies - Laidlaw. Library - school and public. Local speakers on various subjects. Wood or clay. Number cards - can be made with classroom materials. Singer Filmstrips - Set "Sets and Symbols". Tapes - Educational Progress Corporation, "Progress Tapes". Use materials from Learning experience 1. Library - school public as a resource. Using the Social Studies - Laidlaw. Newspapers - Observer Dispatch. Tape recorder.	1 - Conduct a survey of the students in the class concerning the lists made in Learning experience 1. React to the data as a group, in terms of your own personal lists and as a group. Explain your alternatives and your conclusions. Are your lists similiar - why or why not? 2 - Complete a chart wit the correct number or word by the pictures given. (The reverse could be done also). 3 - Create a story with at least 5 sentences using ordinal numbers. This could be a poem also. 4 - Create 10 original set pictures and then write addition sentences for each. 5 - Objective test - giv en two columns titled - Equivalent and Non-equi alent, make up 5 sentences to write under each. 6 - Replace each of 20 's with the correct number to make the sentence true. ex. 7 = ☐ - 4. ☐ = 3 ans. Some sentences may have more than one answer. 8 > 2 + ☐ (☐ = 0, 1, 2, 3, 4, 5) 7 - Replace each of 25 ☐ with a number (1-10) or a set of numbers to make the sentences true. 3 > ☐ ☐ = (4, 5, 6, 7, 8, 9, 10) 8 - Write 10 word sentences from the 10 mathematical sentences given. Also write 10 mathematical sentences from the 10 word sentences given. Alternative - Using The Reader (any basal or text) pick out sentences and/or paragraphs that represent the idea <, >, ≠, =.

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SUBJECT AREA	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES -	RESOURCES & MATERIALS	EVALUATION
MATHEMATICS UNIT TOPIC SETS, SYMBOLS SENTENCES GRADE/AGE LEVEL GRADE 4 9 - 10 YEARS LENGTH OF UNIT 4-6 WEEKS **CONTINUED**	equation and inequality by labeling each of the 25 sentences either as equation or an inequality. SENSORY, PSYCHOMOTOR. 9. Given a table containing a variety of things each student will be able to construct 2 sets of things that demonstrate =, ≠, <, >.	17 - Study various types of cultures and relate the symbols to these cultures (< >) ex. Indians, Blacks, etc. Chart comparisons. 18 - Students will take various measurements of each other - (height, weight), then construct a chart showing the differences. 19 - Using all the symbols the students will make up their own example of >, <, ≠, =. They will do this by making a tape, and writing out examples of sets in pictures to show >, <, ≠, =. 20. Design and construct a bulletin board to show the following: equation vs. inequality. 21.- Design a game for the class to play. (On cards, make up a variety of equations and inequalities, the children can then play Old Maid-etc, applying it to standard card games). 22 - Divide the class into groups - design a math media center. It should contain objects, numbers, equation cards, etc., in order to show =, ≠, <, >. Things from home can be used - ex. books, etc. 23 - Write sentences using symbols =, ≠, <, >.		Classroom materials, Mathematics' Involvement Program SRA. Home objects - boxes, etc. Classroom materials. Mathematics' Involvement Program SRA. Note: Mathematics' Involvement Program SRA is very useful throughout any of these activities.	9. Create 10 equations and 10 inequalities and explain why they are so. 10. Craft Project: Create a mini lab showing things that can be grouped into sets. (Use all types of media). Explain your sets and project in a brief paragraph.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC WATER GRADE/AGE LEVEL Grade 4 9-10 Years LENGTH OF UNIT 1 Year Submitted by: Kay Engel Seymour School Page -1-	I. Water is necessary for all forms of life. 1-Plants. 2-Animals. 3-Man. II. Over the years man has occupied the earth, he has made good use of water. Water usage through the ages: 1-Travel. 2-Energy. 3-Irrigation. Select periods in time and describe how irrigation has helped man. (a) Early irrigation along Nile River. (b) Indians of the Southwestern part of our country using irrigation to raise food. (c) Modern irrigation as used in California to raise fruits and vegetables on a large scale. III. Communities develope around water: 1-Mills and factories on streams. 2-Fishing villages along coast. 3-Shipbuilding near seaports. 4-Stevedoring in harbors on wharfs. 5-Recreation on lakes or wherever there is water to enjoy. 6-Cities on seaports. 7-Canals as community builders. Canals built communities: (a) Trace the development of communities along the canal in NYS. (b) Develope an outline of the growth of Utica at the time of the peak of canal traffic about the end of the 19th century. This unit should have a great deal of time spent on it as local history. IV. Man must conserve and protect the waters of the world. 1-Purification is necessary for man to be able to consume water.	1. Plants: (a) Given specific experiments to perform, student will prove plants cannot live without water. Using live plants deprive one of water and regularly water, one - this will prove plants need for water to live. 2. Animals: (a) Research, using the library or other sources to find proof that animals cannot exist without water. 1-Desert area could be a starting point as the animals are especially adapted for that area. It will be found that woodland or domestic animals would soon perish. 3. Man: Man's need for water can be traced throughout history. (a) People lost in the desert, die. (b) People cast afloat without adequate water, die. (c) Man's visits to the moon had to take supply of water with them. 1. Show by drawing or pictures how water travel developed and changed through the years. Models or a mural could be constructed. 2. Research the growth of American Industries along the streams and waterways of our country from the first settlers until generated power was developed. (a) List the kinds of mills that used water power and find where they were located. (b) Make a model of a mill with a water wheel. (c) Contrast the use of water to generate electricity by turbines and by nuclear reactors. 3. Irrigation helping man. Select periods in time and describe how irrigation has helped man. (a) Early irrigation along Nile River. (b) Indians of the Southwestern part of our country using irrigation to raise food. (c) Modern irrigation as used in California to raise fruits and vegetables on a large scale. 1. Mills, etc., covered under energy segment. 2. Describe the New England Whalers and how they worked. (b) Describe a typical fishing village using pictures to show the kind of traps used to catch shrimp and crabs and lobsters.	Plants must have water to live. A study of different types of plants could be carried on and pupils would learn of the many types of plants in the world and how they grow. Even the smallest creature must have water to live. Again this could be expanded. Space travel alone will give the pupil knowledge of man's need for water. How it was supplied and how much was needed. 1. Floating log to modern speed boats or ocean liners - pupils will be able to gather much information about the progress of man from this study. Inventions 1 & 2 ingeneous devices and man working to improve conditions can come of this. 2. Find out how mills were run by water power and on to steam and electricity. 3. Find pictures of fields being irrigated. Construct a model of reservoir with modern pipes and canals to feed the fields and orchards. 2- Finding out about a way of life that is actually part of our history and no longer exists. 3. Shipbuilding has grown from hand labor to the modern machine age. 4. Stevedores were an example of physical work done by man that is now done by machines. (a) Comparisons can be very useful in learning. 5. How people make their living even in areas for enjoyment. Pupils should learn about the people who were responsible for their communities growth. Many streets, parks and area points bear names of these people and the Indians who lived on the banks of the Mohawk. IV. Become aware of the tremendous power and many uses of water and how it is up to everyone to help protect it and use it wisely. Value of water as a plea-	MATH - Could be used to measure rainfall, amounts needed by different creatures, plants, etc. Rainfall charts for desert areas could be planned. Weight loss due to lack of moisture could be calculated. Eng. Research papers can be prepared and presented in class. Science lessons could be planned in addition to those mentioned. Social Studies could be extended to studies of life styles in wet or dry areas of the world. ART: Pictures to show kinds of water areas for boat travel. Illustrations for advertising travel by ships. MATH: Correlate problems about travel; distance, speed and cost of travel for class to figure. ENGLISH: Research papers, vocabulary and letters can be part of the work. HISTORY: The study of local history. SCIENCE: Research in depth by more able students. ART - Using paints, water colors or any material for picture making. MUSIC - Records or tapes for listening pleasure. HEALTH LESSONS - Teach children the evils of over indulgence and care of healthy bodies.		As found in Seymour Library. All About the Flowering World, by Ferdinand C. Lane. Others All About BKs. Ships and Sea in Art, Margaret Graeza. The Rise and Fall of the Sea (Reference) Ruth Brindze. Along the Seashore, Marg. Buck. Water for Today and Tomorrow, R.J. Lefkowitz. The Long and Short of Measurement, Parents' Mag. 1973. Vickie Cobb The Great Whaler, by Herbert Zim. Riches of the Sea, by Norman Carlisle. Chingo Smith of the Erie Canal. Sam Hopkins. Uncle Ben's Whale, Adams. Low Bridge, Lionel Wyld Outline History of Utica and Vicinity, New Century Club. Erie Water West, Ronald Shaw. How the Irish Built the Erie, Harvey Chalmers II. The Erie Canal, Editors of American Heritage The Mood of Earth (Haiku) by Ann Atwood. The Illustrated Treasury of Poetry for Children by David Ross. Ships by Brian Benson. French Watercolors of the 19th Century, Francoise Daulte. Paintings in Watercolor, John Pellew. How To Paint with Watercolor, Arthur Zaidenberg The Sea, Ships and Sailors, Wm. Cole (Ed.) Treasures of the Sea, Rob't McClug. Monsters of the Sea, Barb. Lindsay Mammals of the Sea, Silverstein Alvin & Ving. Underwater Zoo, Millicent Selsam. Fresh Water, Delwyn Davies The Silent World Jacques Cousteau All About Fish, Kari Burger	

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SUBJECT AREA

SCIENCE

UNIT TOPIC

WATER

GRADE/AGE LEVEL

Grade 4
9-10 Years

LENGTH OF UNIT

1 Year

Submitted by:

Kay Engel
Seymour School

CONCEPTS & GENERALIZATIONS

2. Controls are becessary so man can share equally the waters he needs.
3. Controls to protect our water against pollution are necessary as our population increases.

V. Water has an aesthetic quality.
People have enjoyed water's aesthetic beauty through all times, to watch it, to paint it and to listen to it.

VI. Man's social life has developed around water to some degree. All social gatherings serve beverages. Each culture has some particular beverage associated with its social activities.
Many religious ceremonies use water.

VII. Animals and fish live in the water all the while or sometimes.
Animals associated with water habitat are different than land animals.

IX. Political concepts - Man must share water supplies, therefore there must be laws to govern the uses and ownership of water facilities.

List laws that are used to protect or control water usage.

Research how the money is provided and used to maintain waterways and water supplies.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

(c) Make pictures or find some to depict the people and their homes.

3. Shipbuilding - may be similar to first part where ships were studied.
(a) What kind of materials would be used, where would it come from.

4. Write a composition on the work of a stevedore.

5. (a) What kind of communities grow up around lakes or in resort areas.
(b) What kind of business is conducted in these areas.

6. (a) List the major cities of the U.S. that have grown because of their location on the ocean.
(b) Write a brief history of one of the cities listed, telling when it was settled and how it grew to become a major seaport.

IV. 1. (a) Research processes of purifying water for human consumption.
(b) Visit a nearby purification plant or reservoir.
2. (a) Find and list laws pertaining to water usage.
(b) Debate on the necessity of government control of supplies of water.

3. (a) List ways in which water becomes polluted.
(b) Plan a project to demonstrate the necessity of protecting water for our use and the use for future generations.
(c) Make posters to help educate and prevent pollution.

V. (a) Select pictures, with the help of the art department, illustrate the beauty of water; quiet streams, limpid pools, natural falls, and pounding surf. Pupil to select one picture and write a composition describing its beauty.
(b) Select music, with a music teacher's help, to show moods in musical compositions.
(c) Correlate the two and plan a program to share with others.

VI. (a) List beverages usedthroughout the world and the country they are associated with.
(b) Contrast two ways water is used in religious ceremonies.
Mammals that live in the ocean can be identified. List and pick one to study individually.
Classify fish as to the areas or bodies of water they inhabit.
Evaluate the usefulness of fish to mankind.
Charts can be made showing small fresh water fish and the larger salt water fish.

VII. Animals and fish that live in the water all the while or sometimes.
Animals associated with water habitat are different than land animals.

IX. Political concepts - Man must share water supplies, therefore there must be laws to govern the uses and ownership of water facilities.
List laws that are used to protect or control water usage.
Research how the money is provided and used to maintain waterways and water supplies.

LEARNING EXPERIENCES

sant, relaxing experience. Introducing pupils to another facet of education, aesthetic beauty of an everyday resource.

VI. Water as a beverage. Bases for all drinking lead to study of wine making or other drinks such as tea, soft drinks and fruit juices.

Pupils will learn there are many varieties of creatures in the waters of the world.

Pupils will become increasingly aware of the need for laws governing our country and others as well.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC ENVIRONMENTAL STUDIES TRAIL PROGRAM	1 - The physical and biological surface of the earth is constantly changing as a result of erosion, deposition, gradual replacement of one community by another and by pollution.	1 - With a microscope, the class will study a drop of pond H20 and try to identify those organisms that belong to the y main groups of living organisms. (Sensory, Psychomotor, Cognitive).	1 - Any natural H20 had a distinctive components of plant, animal and protest:	1 - Art - all forms of art (Language Arts - Biological Latin Names).	1 - By comparing polluted H20 (dead H20) with clean H20, the student will be able to appreciate clean H20 in his environment.	1 - Pond, stream, creek. Proctor Park. South Woods. Microscope. Slides. Library material. Paper and drawing materials. Films. Slides (prepared). Books.	1 - Teacher constructed test.
GRADE/AGE LEVEL 4 - 6 LENGTH OF UNIT 2 WEEKS	2 - There are three basic types of rocks: igneeus, sedementary and metamorphic.	2 - The student will be able to identify from geological areas of the trails in Utica parks, granite, slate, and shale. (Cognitive, Sensory, Psychomotor); where these three are found, the student will be able to determine their origin. (Glacierial or deposition).	2 - The student will test for the hardness of the rock and by observing crystalline structure of granite. The student will take samples of granite, slate and shale from the trails in Utica parks.	2 - Building - construction.	2 - From the trails where there are stony representations of these 3 rocks, the students will gain an appreciation of how these 3 types contribute to soil formation.	2 - Environment trails in Proctor and South Woods Parks. Geological testing kit.	2 - Teacher constructed test.
	3 - Soil is the weathered remains of rocks and organic matter deposited by the various agents of erosion. (Wind, glaciers, moving water, etc.).	3 - Given a sample of soil, the student will be able to analyze it to determine its composition. (Cognitive, Sensory, Psychomotor).	3 -(a) Demonstrate that soil contains H20, air, and living organisms. (b) Conduct an experiment to find out if soil particles are all the same size. (c) Study a soil profile in a bank cut on excavation site. Identify the surface soil, subsoil and parent material. Describe the differences in color and texture of the 3 layers.	3 - Social Studies - mapping	3 - By examining the soil, the student can gain the knowledge of its living and non living components.	3 - Soil from parks, magnifing glass and ph kit.	3 - Teacher constructed test.
	3A. - There are ways to test the soil (ex. Cornell pH test for lime levels).	3A. - Given a soil test kit, the student will be able to explain and demonstrate its use. (Cognitive, Sensory, Psychomotor).	3A. - The students will take soil samples from selected areas in Utica parks for analyzing and comparison of pH levels.	3A. - Gardening.	3A. - By analyzing the soil and examining the areas the soil was taken from, the student will recognize that the soil must contain proper nutrient for vegatative growth to benefit man.	3A. - Soil test kit. Utica parks. Soil samples. Magnifing glass. Microscopes.	3A. Proper use of pH kit to measure and or basic levels.
	4. There are four main groups of living things: plants, animals and protista. (Flora & fauna).	4 - From a group of 12 biological specimens collected on a field trip through Utica parks the students will be able to identify what kingdoms the specimens belong to. (Cognitive, Sensory, Psychomotor).	4 -(a) Field trips to Utica parks. (b) Collect specimens from Utica parks. (c) Map reading and drawing. (d) Photographing subjects. (e) Drawing specimens.	4 - Social Studies - map reading. Language Arts - Latin terms. Oral and written expressions. Field experiences. Art - all forms. Math - measurement. Photography.	4 - From the trails where the specimens were taken, the student will gain the appreciation of the Utica parks.	4 - E.S.T. in Utica parks. Paper and art supplies Camera.	4 - Teacher constructed tests.

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SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SCIENCE UNIT TOPIC ENVIRONMENTAL STUDIES TRAIL PROGRAM	5 - There are specific plants and animals living in different geographic regions and habitats (ex. can be illustrated on local ESTP trails - swamps, forest. Proctor Park vs. South Woods high land areas.	5 - Given an opportunity to illustrate or describe his local environment (mainly parks), each student will reflect a greater undersatnding of these plants and animals. (Affective).					
GRADE/ AGE LEVEL 4 - 6	6 - There are distinctive features of plants and animals that can be used identification purposes.	6 - Given fifteen leaf specimens of other flora or fauna specimens, each student will be able to identify with 100% accuracy. (Cognitive, Sensory, Paychomotor).					
LENGTH OF UNIT 2 WEEKS CONTINUED	7 - Soil has fauna and flora of its own just as the surface of the earth does.	7(a) Given a specimen of soil containing evidence of flora and fauna, the student will be able to identify an example of each. (Cognitive, Sensory, Paychomotor). (b) Given a directed field trip experience of our local parks, each student will be better able to assess and offer suggestions on wiser use of our local natural resources.					
	8 - There is evidence of of pre-existing life contained in fossils.	8 - Given 5 fossil specimens, the student will identify the pre-existing life of the past.					

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SOCIAL STUDIES **UNIT TOPIC** DISCOVERIES & EARLY EXPLORERS OF AMERICA **GRADE/AGE LEVEL** 4th Grade 9-10 Years **LENGTH OF UNIT** 4 Weeks Submitted by: Patricia Gentile Gen. Herkimer School & Paula Graziadei, Eleanora McClusky, Herkimer School	I. MAN & HIS GODS Strong religious faith can lead people to make sacrifices and endure hardships in order that their faith may be preserved or spread II. MAN IN CONFLICT Persistence in the face of discouragement was a large factor in securing for the explorers a chance to test their plans. III. MAN AS A CREATOR & EXPLORER America was explored and the claims of European nations to land were established largely because of the courage and persistence of daring men. IV. MAN & HIS COMMUNITY Men seeking a new trade route to India hoped to improve their conditions of living. V. MAN & HIS ASPIRATIONS & FEARS The unknown has always challenged men to seek to explore its mystery. VI. MAN & HIS PHYSICAL ENVIRONMENT A factor in the survival of a colony was the adjustment of settlers to natural conditions in America.	I. a. Affective & b. Cognitive Given a list of explorers the student will choose one and keep a log of his journey, especially his hardships and how he overcame them making less than 4 errors c. Psychomotor Given the log written by the children and breaking into groups, they will construct a salt map of the route of their journey with 80% accuracy II. a. Psychomotor & b. Affective. Given a background on Columbus' and Magellan's journeys, the children will role play the attitudes of the crew and their leaders with 85% accuracy. c. Cognitive. Given a list of explorers and countries financing their journeys, the student will match the country to the explorer, making less than 4 errors. d. Cognitive. Given a list of 3 voyages and corresponding dates the children will be able to place the correct date with the voyage on a time line making less than 4 errors. III. a. Cognitive & psychomotor Given a list of explorers and countries for which they sailed and by breaking up into groups, the class will construct a color-coded map of North America and with 85% accuracy will show the countries' claims. b. Affective. Given the logs of Columbus' and Magellan's journey, the student will choose the one he feels was the most daring, stating reasons why and give an oral report with 90% accuracy. IV. Cognitive & affective. Given a list of explorers' biographies, the student will choose one to read, make a list of contributions and choose one he feels led to improving their way of life making less than 5 errors. V. Cognitive. A. Given a list of vocabulary words such as Sea of Darkness, continent, discoverers, etc. the student will keep a dictionary of words necessary in understanding the unit making less than 4 errors. b. Affective, psychomotor. Given the phrase "Sea of Darkness", the student will draw a mural of his interpretation of the phrase. VI. a. Cognitive. Shown a bulletin board display of Early Missions, the student will choose one and with 90% accuracy will write a research report. b. Affective. Given the three headings LaSalle's Goals, LaSalle's Failures, LaSalle's Successes, the student will have a discussion and make a list of the above. After completing the list, the students will decide "Was LaSalle's life a success or a failure? abd with 95% accuracy report orally on their decision.	I. a. & b. The student will acquire and be able to use a Social Studies vocabulary in identifying words. c. The student will be able to carry out group activities. II. a. The student will be able to dramatize a role playing situation by means of oral language b & c. The student will be able to carry out group activities. d. The student will be able to put in order events in time (reasoning skill) by means of a time line III. a. The student will carry out group activities by constructing a color coded map. b. The student will be able to use oral and written language through reporting. IV. The student will be able to direct his own activities from one situation to another without any outside direction. V. a. The student will be able to use reference material in understanding vocabulary. b. The student will be able to use art materials of his own choice in developing a mural. VI. a. The student will be able to use a related bulletin board display in writing a research report. b. The student will be able to participate in a discussion of successes and failures.	I. a. LANGUAGE ARTS - Using the Library b. ART - Construct a salt map II. a & b CREATIVE DRAMA Role playing c & d MATHEMATIC SKILLS Using measurements. III. a. ART b. COMMUNICATION SKILLS IV. READING SKILLS V. a. LANGUAGE ARTS b. ART VI. a. LANGUAGE ARTS b. READING SKILLS	II. a. Affective (objective) Given a background on Columbus' and Magellan's journeys, the children will role play the attitudes of their crew and their leaders with 85% accuracy Value confrontation & clarification. A spaceship with a crew of four is headed toward Mars. After several days of exploring, the crew becomes tired, discouraged, and frightened. The captain wants to continue this exploration, but the crew wants to return to the ship. I. Need for choice. II. Alternatives. Given the preceding problem, the student will list alternatives of his choice i.e., (1) Continue exploration with captain. (2) Return to ship. III. Consequences of choice. The student will identify possible consequences of his alternatives. i.e. lack of food and water. IV. Criteria for choice. The student will freely choose one of his alternatives and role-play his choice. i.e. reaction of consequences of running out of food and water. V. Internalization. The student will demonstrate that he has internalized a value by defending his choice against external examination by teacher VI. Re-evaluation. Given additional information, the student may rethink his choice. i.e. Finding a water supply will change the consequences of his choice.	I. a. Textbook - They Made America Great - Edna McGuire Macmillan Co b. Salt, food coloring, glue II. a. Filmstrips - Courageous Columbus. Record - Christopher Columbus, Voyages of Christopher Columbus b. Filmstrip - French Explorers of the New World.(5) Book - Explorers in the New World - McCall Children's Press. III. A. World map-ditto. Filmstrips - Explorers of The New World (5 in a Series). b. Logs of Magellon and Columbus' voyages. IV. Books Christopher Columbus - Judson Amerigo Vespucci - Dalziest Ponce De Leon - Blassingame Explorers of the New World - McCall. V. a. Dictionary, encyclopedia. Textbook (They Made America Great). b. Mural paper water colors. VI. a. Bulletin board displaying pictures of missions Display of encyclopedias and dictionaries b. Filmstrip - French Explorers of the New World, encyclopedia Explorers In a New World - Edith McCall - Children's Press	I. a & b. The student will choose an explorer and list his hardships. c. The student will be able to give an oral report on his maps. II. a & b. The student will interview another student in his role-playing situation. c. On a written test, the student will be able to match the country to its explorer. d. The student will be able to construct an accurate time line a & b. III. Give a blank chart, the student will be able to match the countrys with its claims. b. The students will be able to participate in a panel discussion. IV. The student will write a book report. V. a. On a teacher constructed test, the student will match the word with its definitions b. Class discussion of pictures VI. a. The student will put up a bulletin board of his own b. The student will debate the issues

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC:** PIONEER DAYS THE WESTWARD MOVEMENT **GRADE/AGE LEVEL** Grade 4 Age 8-10 **LENGTH OF UNIT** 6 Weeks Submitted by: Marian Hall, Conkling School Carol Malloy, Theresa Marcantonio, Columbus School & Patricia Mundschenk Miller School	I. **MAN AS CREATOR & EXPLORER.** After colonization and after the Revolutionary War, expansion became necessary. II. **MAN & HIS COMMUITY.** It was natural for the colonists to be eager to own land and create homes for themselves and their descendants. III. **MAN & HIS PHYSICAL ENVIRONMENT.** The acquisition of large tracts of land gave impetus to the growth of our nation. IV. (a) **MAN AT WORK,** (b) **MAN AT PLAY.** As men moved West, they carried with them their old customs and skills, which were modified by the new environment. V. (a) **MAN AS CREATOR, & EXPLORER,** (b) **MAN & HIS SELF IMAGE** The citizens of the young nation began to develop arts and means of expression that were new and characteristically American. VI. **MAN AS CREATOR & EXPLORER.** Expansion is an on-going endeavor.	I. (Psychomotor) Given paper and pencil, the student will construct an on going time line covering the period of expansion beginning with the post Revolutionary War and ending with the settling of California to a reasonable degree of accuracy. II. (Cognitive) Given a set of pictures of homes, clothes, ways of transportation and ways of making a living, the children will compose, contrast and differentiate between pioneer period and pre-Revolutionary War period to a reasonable degree of accuracy. III. A. (Psychomotor) Given an outine map of the U.S., the children will be able to show, with color crayons various periods of expansion. B. (Psychomotor) Given colored paper, the children will construct a bar graph, showing an increase of population with reference to time periods. C. (Cognitive) Given a choice of time periods, a child will use the library to write a report on the growth of that period. IV. (Cognitive) Given a set of pictures showing A various types of pioneer homes, the children will be able to discuss how the particular environment modified the type of home. (Ex: fort, log cabin, sod house, etc.). B. (Cognitive) Given a list of various tools, household articles and weapons each child will select one and trace its development and change due to environment and need. C. (Affective) Given a list of customs (holiday, town, religious) the class will divide into two groups and act out the old and the new adopted version of the customs. V. A (Cognitive) Given access to a library card catalog, the children will each locate a book about a person who has made an artistic contribution to America.	I. Draw a map depicting the U.S. during the period of pre-expansion, which will show where most of the people were living and how this part of the country became overcrowded, making necessary westward expansion. II. The children will choose a catagory (e.g. home, clothes, transportation) and draw pictures to show the difference between the pioneer period and the way things were during the pre-Revolutionary War period. III. A. (1) Show a filmstrip and discuss territorial expansion and westward expansion. 2. On an outline map, via an overhead projector, show 1st the outline of the U.S. then outlines of the different territories in historical sequence superimposed B. (1) Discuss kinds of graphs and show several samples of bargraphs(can also be a related experience).(Math). 2. Show filmstrip and discuss population, numbers, etc. 3. Research at the library, population trends during the period of westward expansion 4. Hand out worksheets and color in bar graphs which will show population in America. C. (1) Show filmstrips (see resources) and discuss each period of growth 2. Given access to a library card catalog select all materials necessary for a report on early U.S. expansion IV. A. (1) Read the various texts located in the room to find material on the types of pioneer homes 2 Research the library, school and city on various kinds of pioneer homes. 3. Show and discuss various films and filmstrips on pioneer homes (resources list those to be used). 4. Take a field trip to a local fort 5. Show how topographical maps give us information on the types of land and how we can make some general observations on the types of homes early settlers would make. (Reasoning Skill - Identify Cause and Effect) B. (1) Read from various textbooks the parts on the development of various tools, household articles and weapons 2. Reasearch the school and city library on the development of the above. B. (3) Visit the local museum to see concrete examples of the above R. Make an exhibit of the various types of household articles, tools and weapons used in the various stages of pioneer development 5. Have Pioneer Day, where the children can wear pioneer costumes, show tools and	I MATH The children will construct a key for a map showing population density. II. ART The children will make a mural showing the difference in life styles between Pioneer Days and the pre Revolutionary War period. HOME ECONOMICS: The children will make costumes of the pioneer period. III Art: Learn recipe for dough and how to apply to paper in making a salt map. MATH Do ditto sheets on bar graph problems. LANGUAGE ARTS Do a unit on outlining and using the card catalog. IV ART Divide the children into groups and have each group select and make a model of a different type of homes SCIENCE: Discuss the various types of terrain encountered in their move West and how this affected their homes. SCIENCE Spend time carrying on some of the various types of work done in pioneer times. For example (making butter, boiling maple sugar, etc) ARTS & CRAFTS: Spend time learning various types of work done, such as dipping candles, braiding rugs, shaping corn husk dolls, or carding wool. LANGUAGE ARTS: Prepare an oral or written report on an inventor of their choice, discussing the need for the invention at the time. ART: - Construct a dio-	. This is a problem that involves "Value Clarification." I. Recognizing the need for choice Dramatize a pioneer family traveling on a wagon train starting for a home in the West. Upon reaching a point on the Oregon Trail, they must decide whether to go to California for gold or north to Oregon for good farm land. Problem: Which way should they go? II. Children give alternatives: 1 Go to Oregon farming community. 2 Go to California gold mining community. III. Alternatives: 1 How would you feel if most of your friends on the Wagon Train had gone to California for gold and you had gone to Oregon? (Sad, lonely, frustrated, insecure, independent)? 2 How would you feel if you had gone to California, struck gold and became rich? (Happy, delighted, excited, affluent)? 3. What would you do if you got to California and didn't find gold? (Move on, find other work, keep trying)? IV. Make a Choice Each child can make a choice of alternatives and present it to the group for discussion (Sample questions to encourage discussion). 1 What is more important, the chance of getting rich quick or long range security of rich farm land? 2. How would you feel if you chose Oregon and you found out your friends had luck (or no luck) in their search for gold in California?	I. Text Books: 1. Trail Blazers - Ginn & Co., 1966, Boston. 2. They Made America Great, MacMillan, New York, 1964. 3. Great Names in American History, Laidlaw, River Forest, Ill., 1968. 4. American Biographies, Holt, Renehardt, New York, Winston, 1968. 5. Exploring with American Heroes, Chicago, Follett, 1967. 6. Pamphlets available through: (1) Humble Refining Co., Utica, N.Y. (2) John Hancock Life Ins., Mass. II. Filmstrips: 1-Life in the Wilderness - SVE, Chicago. 2-Trip Westward - SVE Chicago. 3-Last Frontier, the West - Eye Gate, Chicago. 4-Life in Old Louisiana - E.B. Chicago. Films: 1-Westward Movement E.B, Chicago 2-The Real West - Mc Graw Hill, N.Y. 3-Colonial Children EB, Chicago. Books: 1-Pioneer Show Folks Childrens Press, Chicago SVE - Society for Visual Education EB - Encyclopedia Britannica. III Filmstrips 1. Lewis Clark Expedition - Landmark NY 2. Louisana Purchase - Landmark, N.Y. 3. Westward Expansion - E.B. Chicago. Films: 1-Kentucky Pioneers E.B. Chicago. 2-The Real West - Mc Graw Hill, N.Y. 3-Children of the Wagon Train - New York. Transparency: 1-Westward Expansion - AV-Pop Science.	I. Students will be evaluated by means of a teacher made test. II. Students will participate in a panel discussion in which they will demonstrate how much they have learned about pioneer lives. III. A. Students will write a report showing how rapidly an area grew as the result of the acquisition of land. B. The children will construct a salt map with symbols after he has been given a written description of the area. This must be to scale to 75% accuracy. C. The children will take a teacher-made test on expansion and pass with at least 80% accuracy. IV. A. Through use of a Visual Marker, construct a test via a slide show, showing the various types of homes and having the children write down how the particular environment modified the type of home. B. Have a Pioneer Day where the children display all they have learned on how weapons, household goods and tools have been changed by need and environment. Have each child involved in showing how a tool or skill has changed. C. Construct a test by having the children listen to a holiday song played on a record and writing down the time period in very general terms.

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SUBJECT AREA	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC:** **PIONEER DAYS THE WESTWARD MOVEMENT** **GRADE/AGE LEVEL** Grade 4 Age 8-10 **LENGTH OF UNIT** 6 Weeks Submitted by: Marian Hall, Conkling School Carol Malloy, Theresa Marcantonio, Columbus School & Patricia Mundschenk, Miller School	B. (Psychomotor) - Given paper, pencil, crayons, etc the children will draw pictures depicting the life styles of America as presented to them in the music of Stephen Foster. C (Psychomotor) - Given access to record library of the school, bookmobile, Mid York or public libraries, a group of children will locate and listen. VI. A (Cognitive) - Given a list of names such as Daniel Boone, Father Serra, The Whitmans, etc., compare and contrast with our present day astronauts B. (Affective) - Given a choice of several frontiersmen such as Daniel Boone, Marcus Whitman and Sam Houston, choose the man who came closest to matching the accomplishments as far as expansion of areas of an astronaut such as John Glenn C (Psychomotor) Given a choice of pioneer personalities to emulate, let each pupil choose one to role play and to portray this person's achievements VI D (Psychomotor) Given a description of a space rocket, each pupil will be able to make a model of one	various types of work C (1) Read from various text books about customs during the colonial period and how they were modified by the pioneers (2) Research the school and city library on the development of various customs (3) Show and discuss films and filmstrips on the development of various customs (4) Have each group choose a custom and find pictures from magazines and papers showing how it has changed (5) Each child will construct a diorama showing either the old or new version of a custom (6) Learn some old and new songs for various holidays. V. A. (1) The children will prepare written reports about the books they have read on the subject of "Artistic" contributions to America (2) The children will go on a field trip to a local art museum to view art work of Whistler, Winston Homer, Frederick Remington, etc (3) Follow-up the above and discuss the art work seen on the field trips. B. (1) The children will collect and listen to the samples of the music of Stephen Foster. Following this the children will make a pictorial display of their interpretations of the music (2) The children will cut out and assemble the pictures they have drawn in the form of a mural depicting life in America as shown in Foster's music (3) The children will view a filmstrip on the life of Stephen Foster and then write a story or make up a poem or song of their own that is similar in style to Swanee River, Old Folks at Home etc C. (1) The children will prepare a panel discussion explaining the ways in which the American frontier played an important role in the development of our literature and music (2) The children will attend a concert given by a local music groups or if possible a national celebrity in the area of folk music. After they will participate in a rap session in which they will discuss the different life styles found in the music VI A (1) Through a series of scenes using dioramas, pupils will show how a pioneer would prepare for a trip westward as compared to the preparation needed by an astronaut before space travel. (2) Children will do research work through newspapers, encyclopedia and other books to gain information concerning preparations needed for both westward expansion and space exploration. (3) Children will make puppets of a frontiersman and of an astronaut, showing the difference in the way they looked. B (1) Discuss orally the exact meaning of the words exploration and expansion (2) Illustrate, by making a list of people already read about, showing which ones contributed to expansion. Ex.: Columbus (exploration) Boone (exploration and expansion). (3) Compare the techniques of exploration and expansion used by the pioneer and those used by the astronauts. C (1) Each pupil will act out a scene involving one of the pioneers of this period (2) From newspapers and magazines, each pupil will write a report on man's continuing quest for learning and finding new ways of travel D. (1) Gather materials and talk about parts of a space rocket. (2) From oral discussion and from pictures of a space rocket, each pupil will be able to make a model of one.	rama showing the new and old version of a custom V LANGUAGE ARTS The children will write letters to children in other regions of the U.S. asking to share backgrounds of how their area was settled and what it is like today LANGUAGE ARTS - The children will learn how to use a card catalog in order to locate resource material for book reports and panel discussions MUSIC - The children will learn folk songs under the direction of the Music teacher. Upon conclusion they will present a song fest for parents and other children VI ART The children will create scenes for dioramas and will make puppets depicting the dress of the pioneers SCIENCE - The children will learn about the atmospheric conditions suitable for space travel MUSIC - The children will learn songs of the pioneer period and present a musical program for the other 4th graders. LANGUAGE ARTS - The children will read from all sources to get information for preparations needed in the study of both the pioneer and the astronauts	Landmark - Random House IV Filmstrips 1 Sam Houston - Landmark N.Y 2 Daniel Boone - Landmark N.Y 3 California Gold Rush - Landmark, N.Y 4 Great American Trailblazers - Curriculum Filmstrips, Wellesley, Mass. Films 1. Pioneer Homes - Coronet - Chicago 2. Johnny Appleseed - Coronet - Chicago Books: 1960 1 Daniel Boone - Random House, N.Y 2 Sam Houston - Random House, N.Y 3 Davy Crockett - Random House, N.Y Records (with Filmstrips) 1 Buffalo Bill - SVE, Chicago 2. Davy Crockett - SVE, Chicago 3. Johnny Appleseed - SVE, Chicago. Tapes: 1 Daniel Boone - Troll Associates, Mohawk, New Jersey V Filmstrips 1 Stephen Foster - Landmark N.Y 2 American Folklore - McGraw Hill, N.Y 3 Songs of the Western Frontier - SVE, Chicago 4 Songs of Pioneer Mid America - SVE Chicago 5 Stephen Foster - Eyegate Chicago Tapes 1 Mark Twain Stories For Young Listeners - Bell & Howell Chicago 2 Mark Twain Stories For Inter. Listeners - Bell & Howell Chicago Books 1. Mousan Anderson - Westminster Press, 1960 Phil Penn 2 Winslow Homer - Brambell House, 1961 N.Y., N.Y VI Filmstrips 1 How Airplanes Fly - Young American Films, N.Y., N.Y 2 Let's Explore the Moon - Troll Associates, New Jersey	V (This is all interrelated therefore, the evaluations take in the entire set of objectives A B C The student will write a report comparing and contrasting their artistic culture to that of the pioneers. Each child must make at least 5 comparisons. VI A The class will complete a chart showing the likes and differences between the pioneers and present day astronauts. B Divide pupils into groups and have them present a playlet showing their interpretation of how the pioneer frontiersman accomplished their goals in comparison to how the astronauts accomplished theirs C By means of original dialogue and pictures, the children have drawn, show how the pioneers carried on their phase of westward expansion and how the astronauts carried out space exploration, to show that expansion is an on-going endeavor D By means of a 'Show & Tell' period, each child who has made a model of a space rocket, will tell exactly how he went about making his model. He will include discussion of resource work he had to do even before he started to make his model

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** THE AGED - THEIR PAST, PRESENT & FUTURE AS THEY RELATE TO 4th GRADERS **GRADE/AGE LEVEL** 4th Grade **LENGTH OF UNIT** Submitted by: Lenore Danella, Maureen Darling, Lucille Stark	MAN & HIS COMMUNITY Our ancestors came from other countries. Our ancestors came to the U.S. for many reasons. Communities were settled ethnically. A child of today can develop a rapport with the elderly. The aged are a group we can communicate with. Geriatrics is a science which deals with the aged and their diseases. Tours of the 3 nursing homes will give us an idea of how some aged folk live. A trip to the Masonic Home will acquaint the class with the work being done to help the aged. A visit from the head of the Naturalization Bureau will acquaint us with the process by which individuals can apply for and become citizens.	Affective, psychomotor 1. Given an opportunity to interview an aged person in his surroundings, each student will come back to class ready to give comments on what he thought of that person's surroundings now. Affective, cognitive 2. Children will be able to make a comparison of the different homes for the aged they have visited and tell what they liked or disliked about it. Affective 3. The students will be able to write a few sentences describing the ills that face the aged today. Cognitive, psychomotor 4. The student will be able to record an interview with an aged person asking questions about his past. Cognitive: 5. The student will bring in a list of their ancestors back 4 generations and to tell about the countries they are from. Affective, cognitive, psychomotor 6. The class will be able to plan and produce a project summary of what we have studied including conversations and own thoughts. Each may seek to put in as much of himself as possible. 7. Affective - Given the opportunity to talk to an aged person, the student will find out that person's feelings about the world as it is today. 8. Affective - Given the opportunity to listen to speakers from other countries, each individual will learn about another country and will be able to know about the feelings foreigners have upon coming here. 9. Psychomotor, cognitive - Given a task - the group will be able to locate, write and present the way individuals may become citizens. 10. Psychomotor - Given the assignment of finding out what various jobs and skills their ancestors have or have had, the group will be able to compile a list of work their relations have done. (constructions). 11. Cognitive - Given an opportunity to witness the new citizens being sworn in, the children will see exactly, how individuals become actual citizens.	The children will have the opportunity to congratulate and speak first hand to the new citizens after the swearing in ceremony. Play tape. Were the questions you asked the person you interviewed good meaningful? What conclusions can you draw? (Both learning and evaluation). Children will be able to write a story placing themselves as the main character - coming to the U.S. as a foreigner. The children will put themselves in the role of a new comer and express their fears, joys and feelings. Take a tour of Utica, looking at the different sections. (Polish, Italian) Reasoning - Orders, events * in time. * Make a family tree Discuss countries and findings. Compile lists with number - using overhead to compare. Debate pros and cons. How conducted? What points have been brought out? Send letters to the aged of your choice and bring in to discuss the answers. Using the telephone we have in class, assume the role of an aged individual and discuss today's conditions - How the world has changed. (Do you like the changes). Witness naturalization ceremonies - the group will evaluate all they saw.	Talking, working in a group, questioning (Taping aged) Planning questions and things of importance to find out. Role Playing. Debates Comparisons Compiling Data Tour of Masonic Home Tour of Nursing Home Finding articles from magazines, paper on aged. View slides on immigration at Fountain Elms. Oneida Historical Society. Write a story putting yourself in the place of a foreigner - new to America. Invite guest speakers in English Correspond with the person you interviewed at the Home. Draw family tree Put out pictures of aged Learn songs to perform at the homes we visit View filmstrips about other countries Bulletin board Art "The Melting Pot" theme. Cooking foreign dishes.	Given a list of conditions existing in the Nursing Homes (atmosphere, individual conditions) the children have visited, they will be able to debate as to which they would prefer their grandparents to reside in. Debates - take certain sides. Bring in parents who have made decisions to put a parent in a home. Listen to parents who have had their parents living with them. What is the value of each experience? Make a decision as to whether you would or would not become a citizen. Will have to decide if their parents can make a choice as to which Home is right for their grandparents. How can they make a choice for someone else? Is it fair? Discuss happiness, decisions and helping to plan for someone else. The children could make reports of how the individual aged person (they met and interviewed) has adjusted to the home. (children are writing letters) (Doing - planning a bulletin board for Eden Park. What clippings and articles are children bringing in on aged? Children will be excited and interested in Geriatrics and what new discoveries are being made. The children will want to continue making visits, writing, fixing bulletin boards for aged. The children will develop in their thinking and have a genuine concern for others. How can we be sure the decision we make are right? What makes the choice right? Are the residents of the home happy? What is heppening to my grandparents as they age?	Helen Sperling and other foreign born individuals. Dr. Malcolm Baird - Masonic Home, Mrs. Madison - Naturalization Bureau, Judge Walsh - Oneida County. The above guest speakers plus anyone you know from a foreign country. Kitchen in school - using for baking to bring to the elderly. Stories in text and library books on subjects ages - naturalization. Old family treasures. Utica Public Library. Bookmobile. Nursing Homes. Masonic Laboratory. Aging of Animals Barbara Lambert - Utica Zoological Society Naturalization Ceremonies. History of New York State Menus - Planning a smorgasbord dinner of food representing different countries U.S. Department of Justice. Immigrations and Naturalization Service - Mrs. Mattison. Joys and Journeys - American Book Co., 1968. Benny By The River - by Minshall, Evelyn. Friend At Large - by Sawyer, Ruth. Songs of Lafitte, Hitte Kathryn.	Each student will plan and produce a summary project of what we have studied about the elderly, including findings conversations and their own thoughts. Each may put as much of themselves into this as possible. Given a subject - student will be able to talk about and work out meaningful bulletin boards that will be appreciated by the elderly. (Set up at one of the Homes). Children will have a program planned to perform for the elderly. Children will be able to debate what home they would want their grandparents in and why. Given a list of words, the students will be able to pick out and write how these words are related to the aged. Develop a family tree. Check for accuracy - careful planning, neatness, sequence. Question speakers, develop more points, ask questions. Compile a list of jobs' professions held by our ancestors - Compare - Do we still have today? Discuss orally the discoveries you have made. Comment on questions you have. Read sentences describing illness. Are they correct? List ways individuals may become citizens - age, years, study, witnesses must be included.

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SOCIAL STUDIES **UNIT TOPIC** **MAN & HIS ENVIRONMENT (DEVELOPING A COMMUNITY)** **GRADE/AGE LEVEL** **INTERMEDIATE** **LENGTH OF UNIT** **4 WEEKS**	I. Man utilizes his environment to secure his basic needs. (Man & His Physical Environment). II. Man develops different modes of living as an adaptation to his environment. (Man & His Physical Environment.). III. Man modifies the environment in order to utilize his resources and increase them. (Man at Work.). IV. People within a group are interdependent on one another. (Man & His Intimates.). V. Man devises methods to protect himself from dangerous elements in the environment. (Man & His Aspirations & Fears.). VI. Characteristics of a community are the result of individuals or groups. (Man & His Community). VII. Flat maps may serve many purposes. (Man as Creator and Explorer). VIII. Man uses symbols on maps to record and reveal information about the land pictured. (Man as Creator & Explorer.).	I. Given a list of 8 items, identify three which are the basic needs of man. (Cognitive) II. Given a description of the physical environment, describe how the student would survive in this environment utilizing the resources to obtain each of the three basic needs of man. (Cognitive) III. Given a physical map with pictorial symbols of natural resources the student will prepare an argument to prove why his choice for settlement might be best and including statements as to what ways he may have to make changes in the environment in order to secure his basic needs. (Affective). IV. Given a description of a primitive tribal community and the occupations of each member of this community, the student will prepare an argument defending the job he feels is most important to the survival of the tribe and stating what would happen to the tribe if no one could perform that job. (Affective). V. Given a description and a map of an imaginary site, the student will write a report on what dangers he might encounter and how he might protect himself from these dangers in order to survive. (Cognitive).	I. Problem Solving Situation Stage #1. (a) Hand out ditto with this information to the class: 1 - You are a group of tourists traveling from New York to Timbuktu. Your plane has crashed in a trackless waste of an uninhabited island in the middle of nowhere. All passengers escaped, but you have nothing except the clothes on your back and a cosmetic case saved from the wreckage. One of the group found some bark and a chalky rock. So you have decided to keep a diary of your search for survival. 2 - Teacher then asks these questions: (a) List 3 things needed for immediate survival? (b) List 2 dangers which might be encountered? (c) How would you protect yourself? 3(a) Divide your class into small groups and have them discuss the questions and report decisions to the whole class: (Generalizations I, II, V, IV). (b) Each group is to map out what they believe the imaginary site to be. Before students begin work there will have been lessons on map skills. Teacher asks these questions: 1 - What will you show on your map? 2 - What materials will you use? 3 - What knowledge do you need? (Generalizations VII, VIII). (c) Make models of possible shelters. (Generalizations V, I, II). (d) Students will make models of possible hand made weapons. (Generalization V). (e) The students will discuss social studies and science texts and other books researched on survival and tribal life. (Stage # 7) (Goes with Generalizations I, II, IV, V, VII, VIII). II. Problem Solving Situation Stage #2 (a) The teacher hands out dittos with this information to the class. 1 - Three days have passed and no help in sight. You have decided to explore the island, map it and find a place to settle temporarily until help comes. The map on the board represents the island you have just mapped. It is about 100 miles long. You have used lipstick, etc. from the cosmetic case to color and key it. (b) Class breaks into its groups again. The teacher directs the groups to decide on site on which to settle their group. These questions are asked by the teacher: 1 - Why did you choose your site?	I. Language Arts: - After group and class discussions that follow each of the three stage of the problem solving situation, the student will write a personal account discussion in a diary to explain where he settled, the manner of living and advantages and disadvantages of locations and choices. II. Mathematics: - Lessons on map scales, linear measurement and reading and using maps in map study skills books and mathematics text book. III. Language Arts: - Student written and acted out play, based on any or all of the stages of the problem solving situation. IV. Arts & Crafts: - Creating scenery for this play. V. Art: - Imaginary book jackets about any aspect of the unit. VI. Art: - Mobiles telling parts of the story. VII. Creative Drama: - Role play aspects of the problem solving situation as a scene around the campfire. The group may reconstruct happenings around a red crepe paper fire discussing conquests terrors or accomplishments. VIII. Art: - Child or student made and designed Bulletin Boards on any aspect of the unit. IX. Art: - A mural showing the three stages of the problem solving situation. X. Music: - After some preparation the class might compose a folk song about their imaginary experiences, making words and music a phrase at a time under controlled guidance of the music teacher.	I. Need for Choice. (a) The student will be given a map of an imaginary location. He must choose a site for development of a community. The map would be of an island showing areas obviously good for the mainstays - however one means for obtaining basic needs might be missing from each possible site. This would make the choice more difficult and defence of the decision more difficult. (This experience would be much like stage #3 of the problem solving situation.) II. Alternatives. (a) Hunting community location. (b) Fishing community location. (c) Farming community location. III. Consequences of choices. (a) Maybe lack of water. (b) May not have resources to provide shelter. (c) Transportation may be difficult. (d) Variation of diet may be difficult. (e) Area may not be protected. (f) Will there be a job for everyone to perform? IV. Criteria for Choice. (a) Long term security of the community. (b) Personal pleasure. (c) Chance of success. (d) Effect on others in the group. (e) Immediate satisfaction of basic needs. V. The student then makes his choice, and is able to defend his choice. Teacher may help him to synthesize his thoughts by employing the grid used in the valuing work shop. VI. Internalization. (a) Checked only by observation of future actions. VII. Re-evaluation. (a) Given additional information the student may need to re-think his choice.	I. For Stage # 7. (a) Class discussion resource from the students own experiences and previous knowledge. (b) "Discovering Nature," source material, Creative Teaching Press, Inc., California. (c) Social Studies Text - "Exploring with American Heroes," Follet, Teacher Guide, p. 19, also p. 6-23 in student text. (d) For map lessons and experiences - "Weekly Reader Map Study Skills," Level 4, Zerox, Inc. (e) Filmstrip - "Homes" - from Wonders of Nature Series. (f) To help with shelter display - "Indian Games and Crafts," by R. Hoside. (g) "The First Book of Conservation," Smith, Watts; New York. (h) "Living in America," Cutwright, et al; MacMillan, [illegible]1-35, (Social Studies Text). (i) For information on writing reports - "Our Language Today," Conlin and Lefcourt, American Book Company, Chapt. 9, pp. 219-234. II. Stage # 2. (a) "World Book Encyclopedia," Field Enterprises, Chicago. (b) "Boy Scout Guide Book," - section on survival in woods, wood crafts, etc. Also "The Girl Scout Manual." (c) Filmstrips - Early American Civilizations, Coronet Films. (d) Filmstrip - "Animals Fit Themselves to Their Surroundings," (Teacher relates this to people as well.) (e) Filmstrips - Eyegate, "Some Typical New York State Communities." (f) Film - "Man Changes & Uses The Land," 1764, Coronet Instructional Films, UT #13. (g) Filmstrip - "Maps Show Us Where," Eyegate.	(Go with Generalizations and Objectives having the same Roman numerals.) I. The student will identify the 3 most basic needs of man and write a paragraph giving examples of how these might be obtained. II. Given a description of a location for settlement, the student will describe, in a written report, how he would survive in the given environment and explaining how he would obtain the three basic needs. III. The student will prepare written arguments as stated in objective III. He will present this orally, having at least five statements in support of his position. IV. The student will prepare a written argument as stated in objective IV. V. Given an imaginary situation where dangers to man exist, the student will write a short paragraph stating how he might protect himself in this situation. VI. The student will write a report comparing and contrasting two different cultures developing the ways in which each group provides for basic needs. VII. The student will construct a salt map or a flat map with symbols after he has been given a written description of the area. This must be to scale with 75% accuracy.

(CONTINUED)

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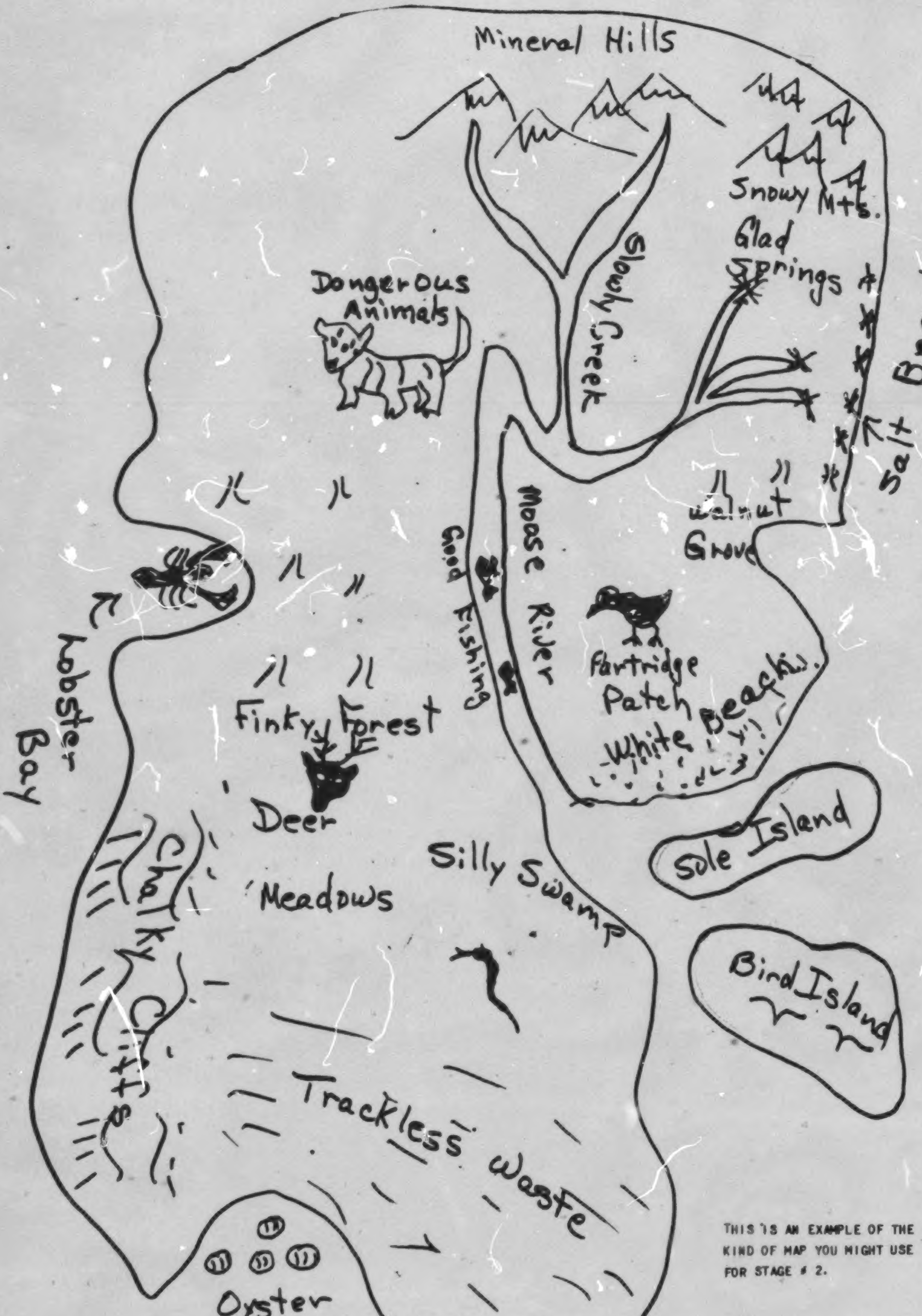
SOCIAL STUDIES UNIT TOPIC MAN & HIS ENVIRONMENT (DEVELOPING A COMMUNITY) GRADE/AGE LEVEL INTERMEDIATE LENGTH OF UNIT 4 WEEKS (CONTINUED)		VI. Given a choice of three typical physical environments, the student will develop a five minute interview with a member of a culture group from one environment. He should include questions about food, clothing, shelter and conclude with editorial comments, (his own opinion) as to how well this group uses its natural environmental resources. (Affective and Cognitive) VII. Given a physical description of an imaginary site, the student will construct a salt map of the area indicating physical features and keyed to natural resources with 75% accuracy. (Sensory-Psychomotor). VIII. Given a physical and pictorial map (natural-resources) of an imaginary site the student will design and construct a diorama of the area the student feels would be the best area for community settlement. The diorama should show how the student would provide for food, shelters and clothing in this environment. (Sensory-Psychomotor).	2 - How did you adapt your manner of living to the resources available? 3 - What, if any, changes did you make in the environment? 4 - What jobs were performed by each member of the group? 5 - What are the advantages and disadvantages of your site? (c) Each group reports to the class on the decisions made about the questions. (d) The students will discuss the subject of survival and primitive tribal life. (e) The students will view films and filmstrips as mentioned in the resource sections (Experiences in stage "2 go with all Generalizations I through VIII) III. Problem Solving Situation, Stage # 3. (a) The teacher hands out ditto saying: 1 - Three months have passed - still no sign of rescue. Your clothes are tattered and the group has been rough, but you have decided you like this little island away from the big city. You want to select a permanent site on which to start a little community. The best way to do this (you think) is to relocate and test an alternate site for a time, and then decide which of the two would be better for a permanent location. (b) Devide into groups again as the teacher asks these questions: 1 - What will the mainstay of your economy be? Hunting, farming, fishing, etc.? 2 - How would your location support this way of life? 3 - The students should also be prepared to defend their decisions about site locations and chances for survival, (Generalizations I, II, III, IV, VI). (c) Students will make a diorama of their final choice for a site. (generalizations I, II, III, V, VI). (d) The students will listen to a speaker from asociology department or a member of culture groups unfamiliar to most of the students. (Generalizations I, II, III, IV, V, VI).	XI. The class might make up a dance to go with the song they compose. XII. Crafts & Music - The various groups might make simple musical instruments which they might have devised while on the imaginary island. XIII. Language Arts: - The groups could work on a newspaper reporting events during their movement through the three stages of the problem situation. XIV. Reading: - Any of the research reading can be used for telling main ideas, recall of facts, infering ideas, etc., or other reading comprehenson skills. XV. Spelling & Reading: - Vocabulary lists can be kept and added to of words learned during the unit of study. XVI. Reading: - Phonic lessons using words from the unit of study. XVII. Physical Education: - Children might play games of Indian tribes or other Primitive Tribes. XVIII. Science: -Any of the research reading may be used as the basis for a science lesson on health, nutrition, etc.		III. "Recipes For Creative Art." (a) Creative Teaching Press Montery Park, California (for diorama) (b) "Creative Clay Work", Harold Isenstein, Sterling Press. (c) Utica College Loan Speaker Service or Mrs. Miga, sociology instructor (for speakers.) (d) Dr. Hsu, archeologist at Fort Stanwix, Rome. (possible speaker) IV. Some sources for Related Experiences. (a) For any of the Art activities -"Craft Projects For Slow Learners," A. Schmidt, John Day Publisher. (b) "Indian Crafts and Lore," Hunt, Golden Press. (c) Math Lessons -"Modern Mathematics;" Silver - Burdett, Morristown, N.J.	VIII. Given a flat physical map with symbols of natural resources, the student will answer twenty questions about the land pictured with 75% accuracy as a passing grade.


Mineral Hills
Snowy Mts.
Glad Springs
Salt Beach
Slowly Creek
Dongerous Animals
Walnut Grove
Moose River
Good Fishing
Partridge Patch
White Beach
Lobster Bay
Finky Forest
Deer
Meadows
Silly Swamp
Sole Island
Bird Island
Chalky Cliffs
Trackless Waste
Oyster Inlet

THIS IS AN EXAMPLE OF THE KIND OF MAP YOU MIGHT USE FOR STAGE # 2.

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SOCIAL STUDIES **UNIT TOPIC** **COMMUNITY LIVING.** **GRADE/AGE LEVEL** **SPECIAL EDUCATION INTERMEDIATE** **LENGTH OF UNIT** **4-5 WEEKS**	Communication Services - Individuals need to communicate for most services. Government Management: in the city and on the job. Community Professional Services - person to person contact with specialized training, knowledge, technology. Industrial Production - labor unions, supply/demand, porta assembly. Commercial Transportation - mobility of goods and services to industry and people. Agriculture Productivity - food and food-services. Salesmanship - introduction to the consumer.	P) The student will act out the employee - employer confrontation (Drama). A) The student will choose five communicative jobs and tell what interests them about the particular job (communication) (English). C) The students will describe a recent visit to the school doctor and name 10 different body parts (Science). C) The student will match on paper five governmental jobs of city government (departmental) (art) with their respective titles or positions. P) The student will demonstrate how to address a business inquiry (English). A) The student will design on paper a different seating arrangement and placement of furniture in the room (Shop). C) The student will list ten means by which man can communicate to his fellow man in our society (English). A) The student will assume the leadership role of a group decision and abritrate with the boss for better working conditions (Drama). C) The student will name five food service jobs and qualifications needed for employment (Home Economics). P) The student will type out addresses of classmates (Physical Education). C) The student will compare wages for various job positions (Arithmetic). C) The student will construct a job planning booklet (man, woman and both positions) implications for job changes and social attitudes (social adjustment).	Stage a play where students take turns in role(s). Costumes, setting, vocal inflection. Bring in or construct necessary materials used in the occupation. Label parts of materials; act out man-on-the-job situation. Have school nurse present a health program lesson. Use overhead, transparencies, film strips depicting particular body part. Use visible man/woman models. Construction of a "play-city" made from cardboard or other pliable material. Include model jobs needed to keep city in operation. To practice writing business letters. Bring in blueprints showing building operations - have student draw up own blue prints. Assembly and communication board - with different means of communications; label. To take a class trip of city, visit food distribution outlets, filmstrips and movies. Use typewriter for practice filling out job applications and forms - all typed. Write a letter to a business asking for job description and wages (e.g.) Chamber of Commerce for additional information. Cut-out and paste into booklet different advertising jobs from newspaper, magazines, weekly readers, school newspapers, Home Valley News, Pennypower, etc.		Consequences of Alternatives: The student engages in interpersonal contact in situations not agreeable but contingent upon employment. Identification of Alternatives The student makes use of material that can be handled and manipulated in a three-dimensional sphere based on true to life occupations. Re-Evaluation: The student is exposed to a new instructor with different abilities, values, and attitudes. Internalization: The student engages in inter city operational management getting the taste of governmental operation practical experience. Re-evaluates: The student actively searching his environment for materials, and becoming more aware of his surroundings and life functions. Recognizes the Need for Changes; The student becomes more aware of the city functions not usually in the public eye but fundamentally important. Internalization: The student exposed to important means of communication and learns importance of such concepts as: neat, punctual, accuracy, speed, time, impression. Internalization: The student can judge for himself the various jobs available on the market, qualifications necessary, and pay. See himself in the light of others striving for similar positions.	Typewriter (business, primary, portable). Overhead Projector. Filmstrips, viewer, and projector. Tape recorder and record player. Headphones. Singer Educational Multi-Media Kit. Supermarket Helpers (multi-media). Everyday General Math - Haynes School Publications (ditto). Comm. Helpers Activities - Owen Publishing Company (charts). Daily Press, Observer-Dispatch, Weekly Reader, Know Your World, Pennysaver, Valley Home News (papers). Workers in city and country and around the Neighborhood - Continental Press (ditto). Our Economy - Supply and Demand, taxes, bank, labor, etc. Westinghouse Learning Corportaion. Peabody Language Kit - Later Level B - We're Growing Up - social adjustment - Eye-Gate Corp. (records and filmstrips). Teaching Values - Educational Activities (records and filmstrips). What Happens between People - verbal and physical communication (film and record). Our Society - Westinghouse Co. - (records, filmstrips, charts). Foundations for Occupation & Planning by SVE (4 filmstrips). Family & Community Life: SVE Singer (multi-media). Our Government and How it Works - by Educational Reading Service (filmstrips). Machines and Work - Milliken Publishing (transparencies).	You are being scolded for not performing well on a job. Explain, in a controlled tone, the reasons for your incompetence or justification for your actions. Choose five jobs you're interested in and draw a picture of yourself working or what interests you about that job (one picture per job). On the model, take out ten body parts checked by the doctor on your body. Name them and describe importance. Draw a line from the job description to the person who would probably perform that job. NB Can be more than one job per title. Take employment section of paper and write a letter to personnel man asking about the job. Draw and color a picture of our classroom showing what you would like the room to look like. Put an "X" where you would like to be. Make a project out of any materials you have available and list ten contemporary means of communication. Try to get a sample for each means. Being president of your club/union representing the group; explain to your boss why you believe your demands are justifiable (pay, working conditions, etc.). What will you do if boss refuses to listen or talk. (Remember supply-demand, economy, labor, lesson.) Panel discussion of field trip. Name jobs seen and work performed by the men. What do you think the men must have learned in school that helps them now? Write a letter to your friend. Type out his address on the envelope. Mail it. Bring the cancelled envelope to school. Compare wages for various jobs on filmstrip presentation NB: How paid? (job, piece, hour, etc.). Compare terminology: overtime, sick leave, retroactive pay, union, strike, gross/net income.

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SCIENCE UNIT TOPIC ECOLOGY LENGTH OF UNIT 3 Weeks GRADE/AGE LEVEL 5th Submitted by Joe Taurisani, Mary School Nole Talerico, Wetmore School & James Lasher, James Busch, William Mower Brandegee School	1 Energy is a main stay in our society 2. Energy resources are not unlimited 3. Due to today's technological society, energy supplies are being depleted at a faster rate than at any other period in history. 4. Man must now seek to find new sources of energy. 5. Man must develop a system of conserving energies so as to prevent the reoccurance of energy shortages in the future.	1 Given a list of energy sources the student will be able to list five uses of each type of energy. (Cognitive). 1. Given a list of five known energy sources that are available to man, the student will be able to choose two of these sources and propose specific problems that might arise due to a lack of these energy sources. (Affective) 2. Using correct newspapers and periodicals the student will be able to produce written proof that energy sources are believed to be depleting (Cognitive). 3. Given a list of twenty major industries, the student will be able to choose five of these industries that were not operating, (and thereby not consuming energy) about twenty years ago. (Cognitive). 3. Given a map of Utica and the names and addresses of ten industries in the Utica area, the students will be able to locate, by marking an X, in the appropriate area on the map, seven of these industries. (Sensory psychomotor) 4. Given recent science periodicals and bulletins the student will be able to list at least two articles that state that research is being carried on by energy experts. (Cognitive). 5. Using the home environment as a starting point, the student will list five ways of conserving energy in the home. (Cognitive). 5. Using local industry as the focal point, the student will list five ways that industries are cutting down on their use of energy. (Cognitive). 5. Given that the current energy crisis is a true emergency situation, the student will propose ten possible consequences that could result from a long-term crisis of this nature. (Effective).	SOCIAL STUDIES 1 Comparisons can be made of our modern energy sources to forms of energies primitive man had available to him. 2. The development of new forms of energy can be traced through time. 3. Time lines 4. Map and chart reading. MATHEMATICS - 1. Statistics are going to play an important part in predicting present and future energy consumption and depletion levels. 2. Graphs 3. Charts 4. Prices LANGUAGE ARTS - (Library reference) - 1. The students will be using the library to locate current articles on the energy crisis. LANGUAGE ARTS (Formal speaking) 1. The students will be engaging in group discussion and formal debates. SCIENCE - 1- The students will be identifying sources of energy and where they are usually taken from. (e.g., Solar energy comes from the sun). 2. The students will be constructing scientific models.	VALUE CLARIFICATION 1 Recognition of Need for Choice Should pollution standards and controls be raised, lowered, or possibly even abandoned to help cope with the energy crisis? 2. Identification of Alternatives The students will devise a list of possible alternatives. Some examples of these might be (a) Pollution standards and controls should or should not be raised. (b) Pollution standards and controls should or should not be lowered. (c) Pollution standards and controls should or should not be abolished. 3. Consequences of Alternatives The student will list both positive and negative consequences to the above alternatives. Some examples of these might be (a) If pollution controls are raised, we can expect to live in a healthier environment. (b) If pollution controls are lowered or abolished, we can expect a noticeable increase in pollution levels. (c) If pollution controls are lowered, we can expect an increase in the availability of fuels. 4. Free Choice Among Alternatives Following a class discussion that will weigh the possible positive and negative consequences of the above alternatives, each student will choose the alternative or alternatives which he feels are best. 5. Internalization into Behavior In a question/answer-type group discussion, each student will defend his choice of alternatives. 6. Re-evaluation of Chosen Alternatives - In light of the varying opinions brought forth in the above class discussion, the student will re-evaluate his alternatives.	ARTICLES - Scholastic News Citizen vol. 40, "Energy for the Future", pp. 4 & 5. TRANSPARENCIES - Scholastic Book Services Earth and Man Series #4 "Earth is Man's Home" MOVIES (from Utica Teachers' Film Library and Utica Educational Film Exchange) UT-15 "Conservation for Beginners", 11 minutes. UT 31 "Man Uses and Changes the Land", 11 minutes. UT 321 "A Town That Washes Its Water", 15 minutes. UT-332 "Clean Town, U.S.A.", 28 minutes. UT-345 "The Energy Challenge", 25 minutes. UEFE-87 "Wastage of Human Resources", 10 minutes. UEFE 326 "We Use Power", 11 minutes. UEFE-563 "Water Power", 10 minutes. UEFE 645 "Power Unlimited", 20 minutes. UEFE-1005 "Electricity All About Us", 11 minutes. UEFE 1292 "Energy From the Sun", 17 minutes. MEDIA KIT - Scholastic Dimensions Activities Unit on Energy Item No. 6268. Scholastic Book Co., New Jersey, 1971-72.	The following methods will be used to evaluate student performance 1 Oral reports 2. Written reports 3. Teacher-constructed tests. 4 Essay tests 5. Panel discussions 6. Class discussions 7. Group discussions. 8. Debates.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC CIVIL WAR GRADE/AGE LEVEL 5th Grade LENGTH OF UNIT 3 Weeks Submitted by Arthur Perry Maria Johnson, Maria Mazza, Rose Marcantonio Conkling School & Joseph Bockmier Miller School	1 Generalization When men become actively involved in something of a particular interest and benefit to them, they persist to implement their ideas regardless of the outcome of others Strands MAN IN CONFLICT, MAN & HIS PHYSICAL ENVIRONMENT, MAN & HIS ASPIRATIONS & FEARS. 2 Generalizations Plantation life and geographic factors contributed to the development of the plantation system Strands MAN IN CONFLICT, MAN & HIS PHYSICAL ENVIRONMENT, MAN & HIS COMMUNITY 3. As a result of the war between the states various men emerged as great leaders Strands MAN & HIS ASPIRATIONS & FEARS	I (a) Cognitive The student will be able to compare the reasons for the North becoming an industrialized section of the country and the South becoming an agricultural section of the country (b) Cognitive Given a list with names, the students will be able to write about 3 of these men who contributed to the industrialization of America. (c) Affective Given a physical map with pictorial symbols of natural resources, a student will be able to make a decision whether his specific area will be adaptable to industrialization or agrarianism. (d) Psychomotor Given 4 groups, 2 groups will be set up in a mock mass production situation (to make a hat) and the other 2 groups making the same item individually. A comparison will be made after a ½ hour of work to determine the basic differences between mass production and individual production Reasoning Skill Cause and Effect - Cognitive reasoning skill relational reasoning, recognizes relations and identifies cause and effect	I Learning Experiences (Cognitive) A Students will show the differences between North and South through an interpretation of various atlases graphs and charts Through this assignment hopefully much discussion will occur B Use of related transparencies C Students will discuss the subject after reading assigned passages II A Students will be assigned various oral reports B. Students will preview filmstrips on the various men and discuss their reasons for interest in industrialization I. Affective A. The student will be member of a 5 member commission whose job is to determine, for the success of the area the assets and liabilities for bringing in agricultural or industry I. Psychomotor A. The teacher will divide the class into 4 groups. Two of these groups will be set up in a mass-production situation using the assembly line technique while the other 2 groups will be making the article, a "Pilgrim", 'Stove Pipe" hat individually A time limit of ½ hour will be set. Generalization # 2 II. Cognitive A. The student will see the filmstrip "Planters of Colonial Virginia" and a film titled "A Planter of Colonial Virginia" from 1740 1765 After seeing the film, the students will be able to discuss why farming developed into a plantation type or system II A. Affective After reading Uncle Tom's Cabin various students will be chosen to debate the moral issue of slavery in the plantation III A Affective After viewing related filmstrips, transparencies and films related to 3a affective a student resembling Lincoln will try to persuade a student chosen as Robert E Lee to join the Union cause in a role-playing situation III B Psychomotor After researching various information regarding the Richmond, Va. area of the 1860's. The students will be divided into 4 groups 2 groups representing the Union and 2 representing the Confederacy. Each group will be responsible for writing and presenting its own script with the guidance of the teacher Each group will make costumes and other replicas of the time period III. B. Psychomotor After researching various information regarding the Richmond, Va area of the	LANGUAGE ARTS Students will use periodicals, books and other resource materials to organize facts in making of the charts and maps ART Students will construct various kinds of maps and charts from those of salt maps to a variety of creative charts MATH The student will be able to calculate various distances between specific areas II Affective LANGUAGE ARTS After group and class discussions, each student will write a personal account discussion in a diary to explain the manner of living and the advantages and disadvantages of location and choices MATH The students will research the advantage and disadvantage and using numbers to make a chart representing the assets and liabilities III Psychomotor LANGUAGE ARTS The students will write a report on his conclusions of the assembly line compared to that of individually made goods ART The students will construct their "Stove pipe Hat" Through this we will see their own creative design of Art MUSIC The students will have music being played to keep the continuing rhythm as they work. SCIENCE MATH Here we can incorporate the scientific skill of construction For the students will need to know the dimensions of the heads size and other parts of the goods being made I Cognitive LANGUAGE ARTS Here the related experience would be where the students "orally" would discuss the specific reasons Affective LANGUAGE ARTS Students will research the different issues on slavery and again will "orally" debate such issues	1 Recognize the need for Choice The student is faced with the situation that as an intra class project he is responsible for obtaining a rocket to be entered in a class exhibit. 2. Alternatives The students will have such alternatives as (a) Having the most expensive rocket (b) Most beautiful rocket (c) Best designed rocket (d) The least and most expensive. (e) Most creative or unusual 3. Prediction I being the students teacher would recognize what alternatives the students chose through an oral explanation of their choice first as a group and then as individuals 4 Pick Choice The child now decides whether to make his own rocket and the criteria involved or the child decides to purchase his own rocket 5 Internalization The child may internalize the desire of a store-bought rocket compared to a hand-made one 6 New Input Hopefully the child will foresee his capabilities and limitations as far as manual ability, creativity and monetary 7. Re evaluation - After making their choice, the students will reconsider whether he wants to make his rocket or purchase one	I Cognitive - U S Geography, "The Southeast" McGraw Hill Handouts Hayes & Continental Press Outline maps Record & filmstrips - "The Southwest" - Filmstrip House. Filmstrip "Causes" the Civil War by Encyclopedia Britannica Transparency - Civil War by 3M II. Cognitive Encyclopedia Britannica, filmstrips "Eli Whitney" filmstrips - McGraw-Hill, "Eli Whitney" Book resources Encyclopedia's Kit - Children Press, "Cornerstones for Freedom" I. Affective - Site Previous filmstrip of "Southeast", MacMillian Co. English series on level 5, chapter on Public Speaking Psychomotor Follette Co Exploring American Heroes, Teachers Ed Generalization #2 I Cognitive Filmstrip Encyclopedia Britannica, "Planters of Colonial Virginia". American History Series "A Planter of Colonial Virginia 1740 1765" II Affective Book - Doubleday Inc N Y Uncle Tom's Cabin, Harriet B Stowe Filmstrip Britannica "Chains of Slavery" Generalization #3 Affective Filmstrip Landmark "Lee & Grant" Filmstrip - Landmark, "Lincoln & Douglas" Books Abe Lincoln Friend of the People by Clara Judson Magazine - National Geographic "Tour Through Lincoln Land" Ralph Gray, 1952.	1. (a) The student will write at least a 2 paragraph paper discussing the differences, socio economic physical, moral, etc. of the North with the South Each student should have a list of at least 5 items comparing these differences. I. (b) The students will be given a list of 20 names of Americans who contributed to the growth of industrialism The students will be expected to write one paragraph for each of the 3 people he chose. In his paragraph, he is expected to include the reasons this man was considered important or his major contribution to the success of Industrialism I. (c) The student will be given a pictorial map with symbols indicating those areas where specific minerals, forests, lakes, etc. are located Now the student will be exposed to get into groups, 4 students in each group (determined by the teacher) and through open discussion determine whether his area is going to be used for farming or industry Teacher observation will determine the success or failure of comprehending the material The student will be assessed on his ability to orally explain his reasons for the success or attributes of mass production as compared with its failures based upon his project Teacher observation will play a major role in determining the childs understanding 2 (a) (Cognitive reasoning Skill) Each child will write a paragraph of no more than 1[illegible] sentences explaining the three reasons for the development

2. (a) Cognitive The student will be able to list 3 reasons for the development of plantation life in the South
(b) Affective Given a story of slavery in the south and readings from "Uncle Tom's Cabin" the student will judge the moral position of slavery in the plantation system
(c) Psychomotor Given diagrams and pamphlets of existing plantations the student will construct a model of a plantation

3 (a) Affective After a brief discussion about the background of Abe Lincoln and R E Lee, each student will prepare a discussion having Lincoln trying to persuade Lee to join the Union
(b) Psychomotor After a student makes a replica of the Richmond, Va area of the 1860 period, each student will try to penetrate each area occupied by Lee with a specific number of groups

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SUBJECT AREA	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **CIVIL WAR** **GRADE/AGE LEVEL** 5th Grade **LENGTH OF UNIT** 3 Weeks Submitted by: Arthur Perry, Maria Johnson, Maria Mazza, Rose Marcantonic Conkling School & Joseph Bockmier, Miller School	1860's. The students will divide into 4 groups. 2 groups representing the Confederacy. Each group will be responsible for writing and presenting its own script with the guidance of the teacher Each group will make costumes and other replicas of the time period. IV. A. Cognitive The students will choose 2 great leaders from each area of the country. For each leader the students will give one reason, why he is considered a great leader.	I. LANGUAGE ARTS - The students will outline the specific accomplishments of Robert E. Lee and Abe Lincoln to compare their lives. ART - The students will plan a bulletin board focusing again upon those specific accomplishments of the two men. MUSIC - After reviewing songs Abe Lincoln liked, the students hopefully will be able to see, why Abe Lincoln liked specific songs. II. Psychomotor - LANGUAGE ARTS - Art, Music, refer to psychomotor skills of generalization #2. PHYSICAL EDUCATION - The students upon a thorough research will learn how to do the dance, the Virginia Reel of the 1860's.	Book - Lee & Grant at Appomattox by Donald McKay. Lincoln & Douglas by Regina Kelly Little Brown & Co., 1954. Songs Lincoln Loved, 1954, by John Lair. Abraham Lincoln, by Genevieve Foster. Abe Lincoln by Bella Koral. Nancy Hank of Wilderness Road, by Meridel LeSueur. Robert E. Lee by Elizabeth Salem. Robert E. Lee by David Mc Dowell. (Psychomotor) III. B. Basal Reading Text, Kings & Things, Am. Book. The Drama Magazine for Young People (found in children's dept. of Utica Public Library) (Cognitive) - Various Am. History texts, pamphlets, encyclopedias and biographies. Such as H.W. Wilson, "Current Biography" and Am. Heritage Texts.	of the "plantation life" in the South. 2. (b) Each child will write no more than ten sentences, explaining his position in slavery in the plantation system. 2. (c) After constructing a model of the plantation, the student will orally discuss to his fellow students his project, demonstrating his understanding of this plantation and the plantation system. 3. (a) After the brief discussion about the background of Lincoln and Lee, each student will prepare a discussion, as stated in the objective. The teacher will present each student with a questionnaire asking for information pertaining to the above discussion. The students will have to answer the questions true or false. 3. (b) After the students have made replicas of the Richmond, Va. area of the 1860's and has tried to penetrate the area with troops, the students will have to list two specific targets they would attack and tell why.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **DRUMBEAT TO TICKER-TAPE - CAVE WRITING TO TELEVISION (A HISTORY OF COMMUNICATION)** **GRADE/AGE LEVEL** Grade 5 Age 9-12 **LENGTH OF UNIT** 3-4 Weeks Submitted by Mary Obernesser Washington School & Vincent Vendetta Lincoln School	1. As our life-style has changed so has the necessity to advance our means of communication. 2. Man must be able to communicate with other areas of his world in order to accomplish tasks which are necessary for his survival. 3. Forms of communication affect one's ability to relate with his fellow man. 4. The various instruments of communication influence man's interpretation of what is happening in the world around him.	1. List, in 5 minutes, as many forms of communication, modern and ancient, as you can think of. (Cognitive) 2. Devise a hand signal system of communication of your own to be presented before the class. (Cognitive, sensory psychomotor). 3. Given the idea that all means of communication in the U.S. were destroyed, write a short paper on how your life would be affected. What would you do? (Affective). 4. Given paper and any necessary materials, the student will pick an area of interest pertaining to newspapers and work on and set up a school or room newspaper. (Cognitive, sensory psychomotor). 5. Given a list of inventors and scientists, the student will choose 3 men and/or women and prepare an oral or written report on their contribution(s) to the advancement of communication. (Cognitive). 6. Given directions and materials, the student will construct an example (model) of [illegible] Morse Code transmitt[illegible] (Psychomotor). 7. Given all materials needed, the student will prepare a bulletin board display showing the routes of the Pony Express and Overland Coaches (Cognitive, sensory, psychomotor). 8. Given the statement, "Television has changed our lives : the better or the worse?", the student will verbalize to the teacher or put in writing his or her opinion of the statement. (Affective).	1. Organize a class discussion of methods of communication both past and present. Previous to the discussion set up a display of books, pamphlets, magazines, etc. in a section of the room 5 days prior to beginning unit. 2. Have students devise a hand signal system of their own in the following way: (a) Have students send or write for information, pamphlets, etc. on sign language to their local Hearing (Deaf) Association. (b) Look up information in encyclopedias, medical books and library resources on sign language. (c) Discuss all materials. (d) Have a guest speaker to talk to students and/or a film, if possible, to show to students in relation to sign language - hand signals. (e) Set up a hand signal system of students' own using all prior knowledge. 3. Have each child bring in a variety of types of newspapers. Teacher can supply local school newspapers. Children will look them over and discuss basic features or areas, outlining on the board. Students will divide up into areas of interest and gather material necessary to production of own school paper. 4. Give students a copy of a study guide to inventors. Students will choose three (3) people and then prepare one of the following: (a) An oral report including any reference materials available - or (b) Hand in a written report using pictures, books, etc. 5. Using the library and any reference materials in the classroom, have the children collect as many books available on the construction of a transmitter. Supply several previously made transmitters for pupils to observe their construction of. Then, tell students to bring in all needed materials (where possible), and begin construction of a transmitter individually or in groups (under teacher observation). 6. Set up a section of the bulletin board for students to work at. Prior to this have pupils gather pictures, drawings, maps, displays, models, etc. of the Pony Express and Overland Coaches, have some make cut-out lettering for the tit . Pupils should trace routes on maps and include pictures, etc., where needed. Another group may work on an oral report to the class describing and leading a discussion of displays (A display table may be set up also). 7. Students will set up with the teacher, a group of questions which will be used in taking a census of their parents and/or adults available on television and its effect on their lives. As an ongoing activity the students should do research on the television; reports, books, filmstrips, studies, etc. Combined with their census the group should be split into smaller groups to discuss among themselves the advantages and disadvantages of television. The following Learning Experience is tied to Valuing - Implicational Reasoning #3 - produces alternative implications, inferences and possibilities. 8. Set up a debate in which the child chooses to belong to one of three groups. (1) Pros of no means of communication. (2) Cons of no means of communication. (3) Judges of whose arguments are best supported.	NOTE: The numbers refer to the number of the related learning Experience. 1. **SCIENCE** - relate to units on sounds - magnets - electricity. **MUSIC** - correlate with drum beats used by early man. **ART** - collect pictures, make drawings of different forms of communication. 2. **ENGLISH** - letter writing **SCIENCE** - correlate to unit on hearings and sound. 3. **ENGLISH** - debate discussion 4. **ENGLISH** - newspaper study. 5. **SCIENCE** - correlate with inventors and inventions. **READING** - read books or stories on inventors **ENGLISH** - reports - oral and written 6. **SCIENCE** - construction of transmitter - units on sound and electricity **MATH** - measurement unit. **READING** - directions 7. **MATH** - measuring (letters, spacing **ART** **ENGLISH** - oral reports 8. **READING** **SCIENCE** - Television study	Objective Given the statement, "Television has changed our lives. Is it for the better or the worse", the student will verbalize to the teacher or put in writing his opinion of the statement. 1. Given the statement, the child must choose one value or another. 2. The statement itself identifies the alternatives. 3. The student must have reasons for his position backed by prior research and general experiences for his choice of alternatives. He must explain why he chose his position. 4. Through his research, survey, general discussion and his own ideas, the student must choose one or the other value. 5 & 6. A survey before into this topic of discussion would be given to the student his own involvement to see how much his views have changed if any.	1. Encyclopedias Britannica Junior World Book Young People's Science Compton's 2. Magazines & Newspapers. Science Digest Observer Dispatch/Daily Press Daily News (NY) New York Times Syracuse Herald/Post Any available Junior High and/or High School newspapers. Time Newsweek People Weekly. 3. Community Resources (available for materials and-or information). Central Association for the Blind (Mr. LoGuidace-director) Rome State School (deaf) Bel-Tone Hearing Aid Center Fort Stanwix Telephone Co. Bell Telephone Co. Western Union WKTV & WUTR Area radio stations United Telecommunications Corp. Post Office Penn Central (railroad connections) Oneida County Airport (maps of airways) 4. FILMS UT - District owned. If there is no UT preceding film number, it is a Utica Educational Film Exchange film. UT 44 - Ears & Hearing L 2 - The Railroad Signal 1044 - Magic Highway, U.S.A. UT 6 - Transportation Around the World 545 - Our Shrinking World 58 - Development of Communication 1200 - Debt to the Past (Motivational) 1202 - Debt to the Past (Language & Communication) 1062 - Communication for Beginners 339 - Pony Express in America's Growth 10 - Development of Transportation 5. FILMSTRIPS From EyeGate House, Inc., 146-01 Archer Ave., Jamaica, N.Y. (a) Fundamentals of Science - Set 3 (#19) (b) Fundamentals of Science - Set 2 (#11) From Scott Education Division, Holyoke Massachusetts How the Indians Lived - JH1400 (5filmstrips) From SVE Inc., 1345 Diversey Parkway, Chicago, Ill. 60614 (a) Finding Out About - #A424SD (b) Taking A Good Look At Science - #500 6. BOOKS (a) Beeler, Nelson F. & Franklyn M. Branley - Experiments in Science. Thomas Crowell Co., 1955 (b) Challard, Helen, Science Activities from A to Z. Childrens Press, Chicago, Ill. 1963 (c) Herbert, Don. Mr. Wizard's Science Secrets. E.M. Hale & Co., Wisconsin, 1968 (d) Podendorf, Illa. 101 Science Experiments. Childrens Press, Chicago, 1972 (e) Pratt, Fletcher. All About Famous inventors and Their Inventions. Random House, N.Y.C. 1955 (f) Yates, Raymond. The Boy's Book of Communication. Harper & Row, N.Y.C. 1942	NOTE: Refer to Learning Experience, for many of the Learning Experiences include various forms of evaluation. Here is a list of various forms of evaluation. The numbers following each refer to the Learning Experience to refer to: 1. Oral reports (#5)(#7) 2. Written reports (#2) (#5) 3. Discussion and debate (#1)(#2)(#4)(#8). 4. Panels (#2)(#3)(#8). 5. A-V (on any film listed in Resources section) to test for comprehension. 6. Craft projects - (a) Completion of a working transmitter. (b) News and bulletin boards (#2)(#7)(#4) (#6) 7. Surveys - discover their own conclusion based on data (#8) 8. Teacher evaluation base on pupil enthusiasm -also- 9. Valuing evaluation (evaluation is inherent in valuing experiences # 5 and 6) (see Valuing)

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

DRUMBEAT TO
TICKER-TAPE
CAVE WRITING
TO TELEVISION
(A HISTORY OF
COMMUNICATION).

GRADE/AGE LEVEL

Grade 5
Age 9-12

LENGTH OF UNIT

3-4 Weeks

Submitted by:

Mary Obermesser,

Washington
School

&

Vincent Vendetta,

Lincoln School

RESOURCES & MATERIALS

BOOKS:

(g) Brinton, Henry. Sound. Golden Press, N.Y.C. 1966

(h) Shepherd, Walter. Electricity. Golden Press. N.Y.C. 1964

(i) Hickok, Lorena. The Story of Heller Keller. Tempo Books. N.Y.C. 1964.

(j) Davidson, Margaret. Louis Braille. Scholastic. N.Y.C 1971.

(k) Batchelor, Julie Forsyth. Communication: From Cave Writing to Television. Harcott, Brace & World, Inc. N.Y.C 1953.

(l) Miner, O. Irene Sevrey. The True Book of Communication. Children's Press. Chicago, Ill. 1960.

(m) Adams, Samuel Hopkins. The Pony Express. Random House, N.Y.C. 1950.

(n) Osmond, Edward. From Drumbeat to Tickertape. E.M. Hale & Co., EauClare, Wisconsin. 1965.

(o) Hofsinde, Robert. Indian Sign Language. Wm. Morrow and Co., N.Y.C. 1956.

(p) Latham, Jean Lee. Medals for Morse. Scholastic. N.Y.C. 1954.

7. TEXTBOOKS:

(a) Living In the Americas. Cutright, Jarolimek, King, Dennis, Potter. Macmillan Co. 1967.

(b) Exploring the United States. Follett. 1964.

(c) Concepts in Science. Harcourt, Brace, Javanovich. 1972.

(d) Exploring Regions of the Western Hemisphere. Follett. 1971.

(e) Science Experiments. Singer. 1962.

8. PAPERBACK UNITS:

(a) Noble
  1 - Early People. Noble. 1974. J650-1
  2 - The Rise of Cities. Nobel. 1974. J676-1.

(b) SRA
  1 - Americans on the Move. Irwin Shapiro. SRA Pilot Library No. 54. 1962. (24 pages).
  2 - The Great River. Ralph Andrist. SRA Pilot Library No. 66.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** MEXICO OUR SOUTHERN NEIGHBOR **GRADE/AGE LEVEL** 5 9 11 Years **LENGTH OF UNIT** 4 Weeks Submitted by Florence Sitrin Louise Sonnichsen Hughes School	A ASPIRATIONS Man and his environment change to meet expanding technology B MAN & HIS GODS Man needs spiritual guidance to fulfill his needs and aspirations C MAN & HIS INTIMATES Man needs a spiritual and physical relationship with his neighbors D. MAN & HIS SELF IMAGE Man needs to have pride in his heritage and accomplishments E MAN IN CONFLICT - Man has an innate desire to be free F MAN & HIS COMMUNITY Man must realize his moral and personal value within his total environment G MAN AT PLAY Man needs the physiological stimulus of recreation for his total well being	I Affective Domain A Given a choice of living in a Mexican village or a modern Mexican city each child will be able to evaluate his choices B Given the problems of poverty disease and illiteracy each child will be able to discuss and explain how the government of Mexico is attempting to correct these problems II Cognitive Domains A All pupils will be able to locate three geographical regions of Mexico (plateau mountains eastern lowlands) and describe the influences of climate and geography on the mode of life of each area B After several weeks pupils will be able to answer general questions relating to the history of Mexico from early Aztec times to Mexico today III. Psychomotor A Pupils will build a replica of an Aztec pyramid B Pupils wikl draw a map of Mexico indicating the political and graphic relief features.	In many of these learning experiences children will be working in groups 1 Children will write and present a play on some aspect of Mexican life 2 Children will write business letters to Mexican travel agencies requesting information about Mexico 3 Children will write reports stories and poems about Mexico 4 Children will compile a list of Mexican foods and recipes They will also compile a list of Spanish words and their meanings 5 Children will read biographies of national heroes 6 Children will make a scrapbook of their written reports poems original stories; recipes and maps 7 Children will learn to sing several Mexican songs 8 Children will design Aztec masks using papier mache 9 Spatial Reasoning Children will draw maps of Mexico labeling the political and graphic relief features of the country. 10 Using their knowledge of measurement, students will calculate and construct an Aztec pyramid similar to the original Pyramid of the Sun outside Mexico City.	See column on Learning Experiences #1 2 3 English #7 Music #8 Art #10 Mathematics I ENGLISH (a) Oral children will debate governmental policies (b) Written - (1) Write business letters (2) Write plays reports & poetry about Mexico and Mexican life II MUSIC Children will learn to recognize and sing Mexican songs and listen to music of Mexican composers III MATHEMATICS (a) Children will learn Moya Number System (b) Using their knowledge of measurements children will construct an Aztec pyramid similar to the Pyramid of the Sun outside of Mexico City IV ART (a) Children will draw Pyramid of the Sun and Pyramid of the Moon (b) Children will design and create Aztec masks	The government of Mexico has called upon its young people to aid in the industrial agricultural and educational expansion of the nation Every individual is asked to choose an area in which his capabilities will best serve his nation 1 Recognizes Need for Choices 2 Identification of Alternatives Each child will be asked to choose his future occupation (farmer laborer doctor teacher white collar worker) and defend his reasons for his choice in relation to his needs and the needs of his country 3 Re evaluation of Choice Each child will be able to verbally explain how the results of his choice will be related to the future progress of Mexico 4 Internalization The student engages in the occupation he has chosen by researching this occupation vicariously	I BOOKS A Fiction 1 Bartlett Ruth Miracle of the Talking Jungle 1965 2 Sawyer Ruth Year of the Christmas Dragon 1960 Viking Press 3 Sommerfelt Aimee My Name Is Pablo 1965 Criteria Books 4 Stolz Mary Juan Harper & Rowe 1970 B Non Fiction 1 Lorralde Elsa The Land & People of Mexico Lippincott 1964 2 Ross Patricia Mexico Fideler 1967 3 Shloat Warren Concita & Juan Knopf 1964 4 Vavra Robert Pizzaro Harcourt Brace & World N D II FILMSTRIPS 1 F S If You Were Born In Mexico Educational Reading Service 1968 2. F S S. Pedro of Rural Mexico (Look, Listen Learn) 1969 (Social Life & Customs). 3 F S S Elera of Mexico City 1969 Compares old and new life in Mexico City. 4. Our Friendly Neighbor Mexico (Eye-Gate) - Fishing Livestock Transportation and Communication 97G 5. Natural Resources and Major Industries - 97F III RECORDS Mexico Its Sounds and People - (Phonodisc) Carlos Gastel - narrator Capitol T10185. Songs of Mexico (FP815) Mexican Folk Songs (FP815) Heard in these two record albums are many of the fascinating songs and dances from all over Mexico. Indian Music of Mexico. IV. SONGS - Listening to the Composer - p. 174 - Making Music Your Own - Silver Burdett, gr. 5. The composer Carlos Chavez, himself, explains how he tries to recreate with modern instruments the sounds of ancient Aztec instruments.	As a culminating activity the children will cooperatively plan a Mexican fiesta including Mexican foods clothing songs games and art (See column on objectives) 1 (a) After studying life in Mexico today children will be asked to write an essay either on life in a Mexican village or living in a modern Mexican city 1 (b) All children will participate in debating the pros and cons of governmental policies in the fields of health and education II (a & b) Written unit test - about 15 20 objective test items will evaluate the students knowledge of the history and geography of Mexico III 6 Pupils will be given an outline map of Mexico They will be asked to fill in the important cities land farms and boundaries of Mexico The children will write a composition comparing family life in Mexico with family living in the United States.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC CANADA GRADE/AGE LEVEL Grade 5 9 10 Sumbitted by Vincenza Beratta Ann Graziadei Columbus School & Donald Guido. Albany School	1. MAN & HIS ASPIRATIONS (Strand 2) Canada is faced with the problem of economic growth and the need for greater national unity 2 MAN & HIS PHYSICAL ENVIRONMENT (Strand 4) Canada covers more than one third of the continent of North America. 3. MAN AT PLAY (Strand 6) Cold weather sports such as ice hockey and skiing are very popular in Canada. 4 MAN AT WORK (Strand 5). Among the important manufacturing industries of Canada are the metal industry. the food industry and the textile industry 5 MAN & HIS SELF-IMAGE (Strand 1) The history of Canada's people is influencing life in Canada today 6 MAN & HIS COMMUNITY (Strand 3) Most of Canada's people are of European descent. The ancestors of about half of the people in Canada came from the British Isles 7 MAN & CONFLICT (Strand 8). Canada's people face serious social problems. These include: (a) Lack of education. (b) Unemployment. (c) Handicaps and illnesses. (d) Prejudice and discrimination.	1 Children will be able to list 4 ways in which Canadians can work to preserve National Unity (Cognitive) 2 Children will be able to draw a map of Canada filling in the Provinces and major cities (Cognitive, psychomotor) 3. Children will be able to create a collage which illustrates several different winter sports which are a part of the Canadian culture (Psychomotor) 4 Children will be able to construct graphs which compare the (col.I No 4) factory production of the above industries. (Psychomotor, cognitive). 5 If nothing marked the border between United States and Canada, students in a play situation can determine when they have crossed the border from one country to another (Cognitive) 6 Children will be able to write a report on religion food, festivals and special ethnic customs of the Canadian people.. (Cognitive) 7. Children will be able to name three groups of people in Canada who often suffer from prejudice or discrimination and state at least one way in which each group suffers. (Cognitive). Reasoning Skill Horiz. Classif Rec. schemes #5 7. Some people feel for the betterment of Canada there should be better education, fuller employment, less prejudice and discrimination and better health care	1 Children will discuss the formation of new Canadian provinces from various territories This will include the difficulties involving relatively small populations lack of effective transportation and communication, widely scattered communities and the difficulty of people to get together and form an effective government 2 Game Children will go to the map first child names and points out location beginning with A second child B etc 3 Students will prepare dioramas depicting various winter sports and winter scenes. 4. The children will visit the Oneida Silver Factory in Sherrill N Y to listen to lectures on various production methods and statistics 5 All students will research the similarities and contrasts in physical environment language customs, dress food between their community and the provinces north of them, Ontario and Quebec 6 Children will exchange letters with a fifth grade class in Montreal, Canada (request the address of an English speaking school from the Dept. of Education, Quebec Quebec) Tell about yourself sports, games hobbies (request similar letter in return). 7 Each student will write about the one they consider most significant and state 3 reasons for their choice. (Affective).	ENGLISH . The students will be able to find things in the index They will be able to use the pronunciation key and use the dictionary more effectively Select correct word meanings use new words correctly in oral and written language. Increase the use of new words. use synonyms and antonyms effectively. MATH Interpret different kinds of maps MATH Read different maps charts graphs Be able to give approximate figures Find distances between cities etc Linear measurement, map skills, and ratios. ART Draw maps, charts graphs pictures Make a collage Prepare bulletin boards MUSIC Learn Canadian Folk Songs PHYSICAL EDU. Play and teach Hockey or other games for which Canada is famous.	(Confrontation Role play) I Need for Choice The class will be divided into four groups One representing a Real Estate Agency from Eastern Canada another representing an Agency from western Canada another from central Canada and the fourth group representing an Agency from our own home town. Each group will set up an advertising campaign and describe their particular area When the materials have been assembled and reviewed, have the class discuss how your own area compares with the others advertised II Alternatives (a) Live in Western Canada. (b) Live in Eastern Canada (c) Live in Central Canada (d) Remain in their own area (e) Live in another area III Consequences of choices A Not satisfied with any of the choices 1 Unvariable climate condition, 2 Possible lack of employment. 3 Language barrier 4 Availability of Housing 5 Possible social conflicts IV Criteria for Choice (a) Long term security of the area (b) Personal pleasure (c) Chance of success (d) Effect on the area (e) Immediate rewards V Each student will make his choice and is able to defend his choice Teacher may help to synthesize his thoughts by employing the grid used in the valuing workshop VI. Internalization. (a) In an oral discussion observations will be made of the student's opinions. VII After more input of information, each student may re-evaluate his former decision and possibly make another choice	A U Materials (Catalog numbers refer to Columbus School Library) Transparency (Home made) Canada Columbus School Library FILMSTRIPS R41 Paul Bunyan & His Great Blue Ox (Troll Associates). S7 Discoveries of the Great Lakes. (Troll Associates) FILM 1 French Canadian Children Encyclopedia Britannica. 2. Down North (National Film Board of Canada). 3. Canada s New Farm Lands (Peace River District Alberta) 4. Northwest Frontier (National Film Board of Canada) 5 Canadian (National Film Board of Canada) BOOKS 1 917.1 Caldwell Jr Let's Visit Canada (Day Pub. Library) 1964. 2. 917.1 Canada in Pictures Mach James (Sterling. 1966). 3. 917.1 H Hill, T. Canada (Fiddler 1966). 4 917 L Lindsay, S This Is Canada 5. 917.1 L Longley J Canada (Putnam 1965) 6 917 R Rollens F Getting to Know Canada (Coward McCann 1966) 7 F V Van Stockum A Canadian Summer (Viking 1948) 8. 971 G Graham G Concise History of Canada (Viking. 1968) 9. F .D DeLa Roche M Jolna(Little 1955) 10 F O O'Brien A Hockey Wingman (Norton 1967) ADDITIONAL FILMSTRIPS V45 What is Canada w/tape 414 (Eyegate) V46 Land Features and Cities of Canada, w/tape 414 (Eyegate). V47 Resources of Canada (Eyegate) w/tape 413 V48 - Life in Canada (Eyegate) w/tape 413 V49 - Nova Scotia - Maritime w/tape 415 (Eyegate). V50 - Fishing in Maritimes w/tape 415 (Eyegate). W-1 Province of Quebec w/tape 416 (Eyegate) W-2 Resources in Northern Ontario w/tape 416 (Eyegate) W-3 St. Lawrence Seaway w/tape 417 (Eyegate). W-4 Canada's History & Heritage w/tape 417 (Eyegate).	1 The children will identify the 4 most basic ways in which Canadians can work to preserve National unity and write a paragraph giving examples of the 4 ways 2 The children will draw a map of Canada filling in the provinces and major cities. 3 Children will create a collage which illustrates several different winter sports which are a part of the Canadian culture. 4 Children will construct graphs comparing the production of metal food and textile industries 5 In a play situation, children will decide when they have crossed the border from one country to another by means of pertinent information identifying three differences between the two countries 6 Children will write a report on religion food, festivals and special ethnic customs 7 Children will name three groups of people in Canada who often suffer from prejudice or discrimination and will state one way in which each group suffers

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

UNIT OF MAP READING SKILLS

GRADE/AGE LEVEL

Grade 5

Age level 9-11

LENGTH OF UNIT

2-3 Weeks

Submitted by

Agnes Sweeney
Jefferson School

&

Clair Kretschman
Judith Ann Kupiec,
Virginia Quackenbush
Karen Robach,

Herkimer School

CONCEPTS & GENERALIZATIONS

1. The map is a graphic representative of reality.
   - (a) Directions
   - (b) Political map
   - (c) Physical map
   - (d) Scale.
   - (e) Key.

2. Symbols on a map represent physical and political features.

3. Scale represents the proportions to which the map is drawn.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

1. (Cognitive psychomotor) a. Given paper, pencil, ruler and eraser each student will draw an oriented map of the classroom (see b to f) with 85% of the children with 100% accuracy
   - b. School
   - c. Neighborhood
   - d. City
   - e. State
   - f. Country

2. (Psychomotor) - Given a good spin with the eyes closed, each student will orient himself to 100% accuracy.

3. (Affective, cognitive) - Given a teacher prepared map each student will predict possible cultures based on information provided by the map to an 80% accuracy.

4. (Cognitive) - Given a teacher prepared map, each student will identify logical political subdivisions based on information provided by the map to an 80% accuracy

5. (Cognitive, affective) - Given a student prepared picture map each student will exchange pictures for symbol identification to a 100% accuracy

6. (Cognitive) - Given a student prepared map, each student will select an appropriate scale and prepare it to scale with 83% accuracy.

7. (Cognitive, affective) Given two student prepared maps each student will compare the appropriateness of the scales and symbols to an 85% accuracy.

8. (Affective, cognitive) Given teacher prepared maps, using different sets of symbols each student will argue the appropriateness of symbols used to a % accuracy

9. (Psychomotor, cognitive) - Given a student prepared map the student will locate a treasure, the location of which is marked on the map with 100% degree of accuracy

10. (Psychomotor, cognitive) - Given the necessary material each student will mix the materials necessary to prepare a salt and flour map to 100% degree of accuracy

11. (Psychomotor, cognitive, affective) - Given the necessary materials, each student will design a salt and flour map of one of the following room, school, school grounds to 100% degree of accuracy

12. (Cognitive) Given a commercially prepared map each student will solve teacher constructed problems regarding distance and scale to 100% degree of accuracy

13. (Affective, cognitive) - Given a commercially prepared map each student will propose possible problems related to distance and scale to 100% degree of accuracy

14. (Cognitive) - Given a lecture on political and physical features of the map, each student will classify a list of features as physical or political to 100% degree of accuracy

15. (Cognitive psychomotor) - Given a map of the neighborhood, each student will walk to an unfamiliar destination with 100% degree of accuracy

16. (Cognitive) - Given a county map, students will guide a bus to an unfamiliar destination for a picnic with 100% degree of accuracy.

17. (Cognitive) - Given a county map, each student will answer questions regarding location of historic sites to 100% degree of accuracy.

18. (Cognitive) - Given a commercially prepared map of the state, each student will identify physical and political features to an 88% degree of accuracy.

19. (Cognitive) - Given a commercially prepared map of the United States, each student will identify physical and political features to an 88% degree of accuracy.

LEARNING EXPERIENCES

1. Student makes picture maps.
2. Student orients picture map.
3. Student makes symbol map.
4. Student orients symbol map.
5. Student makes scale and symbol map.
6. Student interprets teacher prepared map.
7. Student interprets commercial map.

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

MATH Measuring computation scaling geometry, units of measure, fractional units, graph reading

LANGUAGE ARTS Writing letters to request information, city, county, state and U.S. Follow up thank you letters Paragraph writing

SPELLING Technical vocabulary relating to maps. Correct spelling of all geographical terms.

READING Read biographies of early explorers and map makers reading text, map and graph reading

PENMANSHIP Lettering cursive writing for letters and paragraphs

FINE ARTS - Make map in style of ancient map makers - Scroll work Gothic style lettering. Frakture German style lettering

MUSIC Sea chanteys Folk songs of travel

DRAMA Historically based plays

VALUING EXPERIENCES

Value clarification # 1 & 2.

Value development # 3 & 4.

Value confrontation # 5 & 6.

1. The class has $150 to spend on a field trip. They will recognize the need to make alternatives and to make a wise choice

2. The class will list alternatives

3. The class will make decisions based on alternatives available.

4. Students will make selections regarding destination, funding, planning, and feasibility.

5. The children will begin to show preferences by remarks and other observable behavior.

6. The students will prepare a guide book for planning future trips

RESOURCES & MATERIALS

1. Graph paper.
2. Magic markers.
3. Drawing paper.
4. Pictures
5. Rulers
6. Compasses.
7. Overhead projector
8. Crayons
9. Filmstrips
10. Records
11. Atlas.
12. Commercial maps
13. Pencils.
14. Lined paper.
15. Tape recorder.
16. Opaque projector.
17. The First Book of Maps and Globes by Epstein, S & B.
18. The First Book Atlas, C.S. Hammond & Co.
19. Holt, Rinehart & Winston, Inc. records & filmstrips.
    How To Read Maps and Globes.
20. Henry Hudson by Joseph, Joan.
21. John & Sebastian Cabot by Kurtz, Henry.
22. The First Book of Roads by Bothwell, Jean.
23. Measuring by Bendick, Jeanne
24. The First Book of New World Explorers, by Dickinson, Louise,
25. Listening Library 1974 - Charting the Globe vol 1
    Old Greenwich Conn vol 2.
26. Commercial graphic relief map.

Epstein, Sam & Beryl - The First Book of Maps & Globes. Watts 1972

Holt, Rinehart & Winston, Inc - How to Read Maps & Globes, BFA Educational Media Santa Monica Calif. (We have two sets at Gen Herkimer)

Joseph, Jean - Henry Hudson Messner. 1970.

Kurtz, Henry - John & Sebastian Cabot - Watts 1973

Bothwell, Jean - The First Book of Roads - Watts. 1954.

Bendick, Jeanne - Measuring. Watts

These materials are all on order for Gen. Herkimer School for Fall 74

EVALUATION

1. Children exchange maps and identify a specific area.
2. The child demonstrates his ability to orient himself to a chosen direction
3. Student will use a map to answer questions re: the location of cultures described in a unit of his reading text.
4. The children will compile the subdivisions suggested by information given on the map.
5. Picture maps will be exchanged with partner and the partner will correctly identify the symbol used.
6. The student will create an appropriate scale for a student prepared map.
7. In a written paragraph, the child will defend his choice of appropriate symbols and scale.
8. The class will be divided into feedback teams, each of which shall present the rationale of the use of the symbols on the map they are defending
9. Did the child find the treasure?
10. Is the material he mixes workable?
11. The class will judge the accuracy of completed salt maps -- using a commercially prepared graphic-relief map as a standard.
12. Multiple-choice quiz.
13. Students will write problems related to distance and scale and exchange them among themselves to solve the problems.
14. Based on a lecture, students will place physical and political features in 2 columns lableled as such.
15. How many students arrived in a reasonable length of time?
16. Given a list of scrambled directions, children will be able to assemble them in proper sequence to arrive at a given destination.
17. Short answer quiz.
18. Teacher - prepared test.
19. Teacher - prepared test.

FINAL EVALUATION: Children will feed back their likes and dislikes of map study.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC MAN & HIS WAR(s) U.S. CIVIL WAR GRADE/AGE LEVEL 5 10-12 LENGTH OF UNIT 5 Weeks Submitted by: Ethel Cosnett Sunset School & John Holehan Jones School	1. MAN & HIS ASPIRATIONS & FEARS Man wants his society free and peaceful 2. MAN & HIS SELF IMAGE All men are created equal 3. MAN IN HIS PHYSICAL ENVIRONMENT Man attempts to keep his country intact 4. MAN IN CONFLICT Ultimate end would result in self-destruction.	1. Given book Perfect Tribute, have children compare with one of pres. Nixon's TV speeches. Compare reaction of themselves as well as other people (Affective) 2. Given two selections each student will write on what it would be like to be a slave (Fred Douglas, Harriet Tubman) (Affective) 3. Given a list of Major wars, a child should be able to put them in proper sequence and list one major battle of each, with 80% accuracy. (Cognitive) 4. Plot a campaign on a map, use Gettysburg Battle. (Cognitive, psychomotor). 5. Create original play of the termination of hostilities at Appomattox Court house and dramatize action (Sensory, psychomotor). 6. Construct a model of a slave auction. (Sensory, cognitive, psychomotor).	1 & 3 Through discussion children will learn of the attitudes, causes and results of the Civil War 1. Through visualization child can recognize and use perspective. Use spatial cues on maps to solve problem 2. Orients objects in space, identifies and applies directional terms such as North, South, East, West. Develops concepts of proximity and distance. 2. Children will be able to role play, lives of people living on a southern plantation. Reasoning Skills 3. Through map study children will learn of battle campaigns of Civil War. Reasoning Skills 3. Child should understand concepts of boundaries and distances. 4. Recognizes and identifies correct order of series of battles. 5. Recognizes order and rules of various patterns. 6. Recognizes problems, implications. Can foresee problems and solutions.	1. Have children choose sides and debate the issue: should man continue in bondage or be free? (Social Studies) 2. Construct models of The Monitor & Merrimac (Art) 3. Have children recite and interpret poems relating to the Civil War (Language Arts) 4. Review books, magazines, pamphlets, biographies of important people of the war between the states. (Language Arts) 5. Check local history to obtain information concerning the underground railroad (Social Studies) 6. Discuss and compare Civil War weapons with modern arms (Social Studies, Language Arts) 7. Learn Civil War songs. (Music) 8. Have children illustrate weapons used during Civil War. (Art)	1 & 2 The problem is: should all men be free or should slavery continue to exist in a democracy? 2. Each child should list alternatives for continuing or discontinuing human bondage. 3. At termination of war between the states, should former slaves be granted gradual freedom along with vocational and academic education, or should they be given instant freedom for becoming useful, productive citizens? 4. Students should be able to list at least 3 reasons for their choice for instant freedom or gradual assumption of citizenship. 5. Each child should be able to defend his choice for reasons for instant freedom or gradual assumption of citizenship. 6. Students should state their reasons for final choices.	Encyclopedias 1. World Book 1972. 2. Britannica 1972 3. Book of Knowledge R 1973 4. Compton's 1972 5. Negro Heritage. TEXT 1. Laidlaws, Social Studies and Our Country, Doubleday 1970. 2. Folletts, Exploring New Worlds 1965 3. Macmillan's, Story American Freedom 1965 4. Harcourt, Brace, Javanovich, Social Sciences Concepts & Values 1970. 5. Silver Burdette, Changing New World. 1970 FILMS: (Utica Film Exch.) 1. Emancipation Proclamation 1971 2. Abraham Lincoln - War Years 1971 3. Launching New Government. 1972 4. Pony Express - America's Growth. 1971. MISC Lincoln Library - Frontier President. 1963. FILMSTRIP & TAPE: Eyegate House #179-1 Barbara Frietchie. FILMSTRIP & RECORD: Our Heritage American Folk Music II AU 816. Songs Civil War.	1. Child should be able to debate and write why the slave should be free and should not be free 2. Child should be able to point out within 75% accuracy on a U.S. wall map, where slavery existed and where slavery did not exist. 3. Have children reenact the scene between Lee & Grant at Appomattox. Do you think General Grant treated General Lee fairly? Why? Why Not? 4. Give children various types of tests. (a) Objective. (b) Essay (c) Oral (d) Multiple Choice (e) Open book (f) Open end questions. 5. Have children present oral and written reports, panel discussions and debates.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **ARTIFACT FABRIC** **SPECIFIC COTTON** **PRE-CIVIL WAR PERIOD** **GRADE/AGE LEVEL** Grade 5 10 11 **LENGTH OF UNIT** 2 3 Weeks Submitted by Janet Ruhm Seymour School	1 **MAN & HIS PHYSICAL ENVIRONMENT** (a) Man adapts and utilizes his physical environment to secure his needs and develop life style 2. **MAN & HIS COMMUNITY** (a) In a country which has fought a Revolution for freedom, one section grows and prospers with human beings held as property Both N. & S. were part of the U S under one constitution, they were economically dependent upon each other. Could sectional interests be more important than human rights of the people who provide the labor for its growth? Can economic development be put above human considerations? 3 **MAN IN CONFLICT** (a) When two social and economic systems cannot resolve their differences by compromise they must separate or find a means to force one side to concede the supremacy of the other	Cognitive 1 (a) After studying text and maps, student will be able to describe the physical conditions, climate and topography of the Southern States (1800) (b) Given a blank map outline students will shade in natural regions, growing seasons, rainfall, temperature of the Southern States and provide key with explanations (c) Expect 100% accuracy 2 (a) After using texts, references and maps student will be able to describe physical conditions, climate and topography of Northern States, (1800's), and provide key with explanations (b) Same as above (c) Same as above **AFFECT** Choose and defend your choice of settlement on location with a view toward economics and social opportunity success, wealth. (Tell why you think you would be happier in one of these locations if you were a settler in these times) **REASONING** The student will be able to make comparison of the two areas (N & S) and explain why the South became an agricultural area with little economic diversity while the North expanded as an industrial area Sensory psychomotor Pictorial Map Scrapbook Southern homes Cognitive: 1. After studying and discussing the Constitution and Bill of Rights, students will be able to list the individual liberties guaranteed for all U S Citizens. 2. Students will be able to list provisions in the Bill of Rights guaranteeing human rights. 3. 100% accuracy. Affect: Slaves were regarded legally as human beings and as property and having certain responsibilities in each domain. As property he had no legal rights, but as a person he was considered responsible and could be prosecuted for any crimes of which he might be accused	Write a summary including the main points explaining the differences in the development of the North and South Role play individuals making decision as to where to settle and build home with best future potential Develop in sequence the steps in organizing a plantation Chart Life in the North - Life in the South. Retrieval Contrast - classifying information. Physical environment Labor problems Production Solutions Reading and reporting on background material on slavery - shipment from Africa, auctions separation of families. Groups Discussion of contrasting viewpoints - How slave owners could be human and intellegent and still consider human beings as property (Part of a system of exploitation). Discussion preservation of African culture education forbidden meetings forbidden families and groups separated Discussion Depletion of soil by replanting one or two crops cotton and tobacco, cutting forests to clear plantation land, could the settlers have foreseen problems and predicted results and made other decisions? Role-play of arguments over slavery at Constitutional Convention Brainstorming groups - North majority activates South minority in class situation (Distribution of pennies to girls or boys which are in majority) Out come not influenced by vote 1. Figure out ways to use pennies without majority voting. 2. If choosing one plan, what would choice depend on? 3. How would the losers be affected by decision? Can be related directly to	**MATH** Learning to use map scales Measurement acres plan and diagram plantation area, plan roads to transport materials to and from plantation Graphs to show population distribution in North and South **READING** Vocabulary development, phonic skills, main idea outlining, sequence, using reference material classifying **ART** Pictorial map, drawing of costumes of era tools **SCIENCE** Soil, water, natural resources. **ENGLISH** - Dialect, regional language, colloquial expressions Southern Folk Tales "Uncle Remis." etc Cultural traditions i. e. Feuding Duels **ENGLISH** Biographies - Inventors Famous Negroes. Famous leaders, statemen of the North and South Abraham Lincoln Accounts of slaves who escaped Reading and writing poetry expressing feelings about slavery freedom **MATH** Using multiplication division fractions to calculate distribution of supplies on plantation crops production weight of bales of cotton price of slaves **MUSIC** - Negro spirituals, underlying meaning **READING** - Using main ideas and details to outline. **ENGLISH** Public speaking - Reports on famous Generals of both sides. Famous Battles Gettysburg Address Poetry Lincoln Assassination John Wilkes Booth **MUSIC** - Stephen Foster.	After considering the development of the South as an agricultural area with a scattered population and labor shortage explain how you would get people to help run your plantation Would you hire independent workers or slave labor? Predict problems that would result from either choice Alternatives Considering crops you could choose, would you select cotton because of favorable growing conditions, the demand of the market, or would you find something else that would be profitable and could be raised without as much human labor or without using slaves? Consequences of Choice Depletion of soil Dependence of slaves on system Moral economic, legal problems as area develops. See Learning Experiences - Discussions involve decisions choices prediction alternatives, consequences Human Rights vs Property Rights Groups Problem solving contemporary situations 1 People who want to keep other people off of property near their own 2 - People who need property (material things) but cannot afford it so they take some one else's 3 People who burn trash or garbage on their property, or let it pile up and pollute environment of others? 4 People who own much property and therefore do not want to pay taxes for public parks for those who have no place of their own to play How can laws be made to protect both human and property rights - which has priority? Should values change as social and economic conditions change? Problem - Slavery: Individual decision -	**TEXTBOOKS** Exploring Regions of the Western Hemisphere Reference books Encyclopedia, Atlas Map, Shell Books Smith, Nils B - Be a Better Reader, B Lev Living in the United States. **FILMSTRIPS** - Eyegate - Soil Water. The Southern States Understanding Crafts Weaving. Handbook of Library and Audiovisual Aids for the Social Sciences - Lev 5 Harcourt, Brace Iovanovich Coronet Films - Life in The Southern Colonies. Civil War A Nation Divided. Black America. King Cotton South Before The War North Before The War. Handbook of Library and AV Aids for Social Sciences Lev. 5 Harcourt, Brace, Iovanovich. **CLASSROOM TEXTBOOKS** Library books Study Lessons in our Nation's History Vol. 2 (Follett) Study Lessons in Our Nation's History - Vol. 5 - Follett. **FILMS** Dixieland. Abe Lincoln in Illinois. Lincoln in the White House. Steamboat Around the Bend The Cotton Industry. Perry. **LIBRARY REFERENCES** Film, Casette: Causes of the War. Preparation for War Famous Battles. End of the Conflict Educational Sensory Program.	Students will pass a vocabulary test defining 20 words relating to climate geography map study Student will be able to list conditions necessary to grow cotton and prepare it for use. Students will be able to read map key and identify areas Students will write a report comparing and contrasting two different cultures of North and South Make a display showing uses for cotton and various kinds of cotton fabric. (Sensory, psychomotor). Southern cooking. Given a set of statements, students will identify as applying to either North or South by writing appropriate letter During discussions students will take notes listing supporting arguments for both Northern and Southern viewpoints and from their notes, write a paragraph explaining and defending various positions on important issues Make an outline of the problems and conditions of the North and South Write a paragraph explaining differences between Senate and House of Representatives and why the distribution was so important Teacher diagnoses of participation and contribution to group discussions Organization and presentation of oral and written notes and reports Development of Vocabulary terms ante bellum, Mason-Dixon emancipation, etc. Will pass vocabulary test of 20 words.

CONTINUED

SUBJECT AREA	OBJECTIVES. (AFFECTIVE. COGNITIVE. SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	EVALUATION
SOCIAL STUDIES UNIT TOPIC: ARTIFACT: FABRIC SPECIFIC: COTTON PRE-CIVIL WAR PERIOD GRADE/AGE LEVEL Grade 5 10-11 LENGTH OF UNIT 2-3 Weeks Submitted by: Janet Ruhm Seymour School	He could not own property, nor could he testify against a white man. How do you feel about the contradictions under this system? Reasoning - Cause and Effect: - Invention of the Cotton Gin - Growth of Factories in the North - Development as an Industrial Area - Importing and Exporting of Cotton Show how each directly influenced the growth of slavery. Sensory, psychomotor - Map showing Southern State, Northern States, border states. Flags of various states and their mottoes. Cognitive: 1. After reading text and having class discussion, students will be able to name important legislation affecting slavery, preceding Civil War and briefly explain each. 2. Students will list major legislation Bills with date and explanation. 3. 100% accuracy. AFFECT: 1. If you had been alive during this time, describe your feelings towards the Abolitionist Movement - the Underground R.R., opening the Western Territories as free or slave. As a Northerner - as a Southerner - choose one or more. Reasoning: Write headlines for news stories as captions for cartoons of events leading to Civil War - Tariff on imports and exports - States Rights - John Brown's Raid - Republican Party - Lincoln's Election - Southern Secession etc. Arrange in sequence to Declaration of War, on chart. Sensory, psychomotor - Map of free, slave and popular sovereignity states and territories. Sequence chart. Pictures - Underground R.R. routes and stops - Civil War battles, soldiers weapons, Monitor and Merrimac. Model of Fort.	South as a permanent minority and North as majority and help find solutions or fight. The founding of the American Red Cross. Research and investigate part of New York state and Utica played in Civil War and slavery or anti slavery movement. Map work - Mark states and U.S. territorities agriculturally suited to cotton, grain, grassland and ranches, rainfall lines, too mountainous for agriculture. Predict which states for North and South. Compare lists of states - which side would end up as minority in Congress? Possible Southern and Northern arguments for and against unequal representation in Congress and possible solution. Discuss terms - rebellion, civil war, war. Which way did North and South feel? Battles of Civil War - advantages and disadvantages of each side. Sensory, psychomotor: X-word puzzle - Civil War. A "Who's Who" of important people.	Choice - be a part of the system, free your slaves and face opposition from community, hire free labor at greater expense. Choice of states - to secede from Union, to accept Federal laws regulating slavery and related conditions to change or compromise to fight. Identify different values in North - South positions - observing - the influence of westward movement on issues dividing North and South. Influenec of North as industrial area on economy of South. Comparing North and South in relation to population growth, views of future and alternatives. Predicting - Future of the South in and out of the Union. Speculating on - Future role of state governments and future role of states' rights. Hypothesizing on value of war as a way of solving social conflicts.	Students will be able to fill in map showing Confederacy - states that seceded and Union, important cities in each, capitals of each. Later they will be able to fill in battle locations and which side won under what commanders. After developing the map, they will be able to write a report on the course of the war - what influenced the victories and what led to the final outcome.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL SCIENCES **UNIT TOPIC** WATER POLLUTION **GRADE/AGE LEVEL** 5 9 13 **LENGTH OF UNIT** 3 Weeks Submitted by Dona R. Arcuri, Vicky C. Piper Gerald Loftis Judith B Twitchell Roosevelt School	Related to all strands MAN & HIS PHYSICAL ENVIRONMENT 1 All living and non living things depend on water 2. Man needs water for his survival. MAN HIS ASPIRATIONS & HIS FEARS 3. Man requires an adequate water supply that is free from contamination MAN AT WORK AND PLAY 4. Man needs water for his agricultural industrial and recreational activities. MAN & HIS PHYSICAL ENVIRONMENT 5. Water is distributed over the earth by the water cycle MAN & HIS COMMUNITY 6 Water shortage occurs because of population growth, increased use of water, poor land use flooding drought and water pollution. MAN & HIS PHYSICAL ENVIRONMENT 7 Polluted water represents water that cannot be used for a beneficial purpose unless it is treated. MAN HIS ASPIRATIONS & HIS FEARS 8. Polluted water presents a threat to health, degrades public water supplies, destroys recreational areas, kills fish and wild life and obliterates beauty 9 MAN AS CREATOR Through adequately designed wastewater facilities man can dispose of his wastes and still keep water clean MAN & HIS COMMUNITY 10 Cooperative efforts of the local state federal government are necessary for assuring an adequate supply of non polluted water.	1 Given the film "A Drop of Water", the students will identify orally how all living and non living things depend on water (Cognitive) 2 Given a map of the U S each student will be able to identify 5 large sources of water. (Cognitive). 3 Given 2 plants, the student will compare the affect of clean and polluted water on these by use of lab experiment sheets. (Sensory psychomotor and Affective). 4. Given study prints on agriculture industry and recreational activities the child will list 6 uses of water (2 for each category). (Cognitive) 5 Given a transparency of the water cycle each student will write 3 paragraphs describing the theory of the water cycle. (Cognitive). 6. Given the film "This River Must Live" the student will be able to discuss orally three reasons for the water shortage (Affective). 7 & 8 Given a directed field trip experience of our local water supply each student will be able to draw a before-and-after picture of the environment (Sensory, psychomotor and cognitive.) 8 & 10 Given a water test kit each student will be able to judge the amount and types of pollution in the Mohawk River (Sensory, psychomotor, cognitive and affective) 9 Given a directed field trip experience to a sewage treatment plant the student will develop a set of 10 questions for an interview as to the effectiveness of this plant in the community 10 Given the causes and effect of water pollution, each student will be able to formulate hypotheses regarding the solutions - combinations of all objectives using systematic reasoning - b 1. (Cognitive reasoning skill) 10 Given information on bill legislation and water pollution, the student will propose legislation for a new water pollution solution.	1 Show film "A Drop of Water" and conduct a group discussion. 2. As a result of discussion and map study of the water resources of the U S the student will be able to make a salt map of the above 3. With use of 2 bean plants and lab experiment sheet, the student will compare the affect of clean and polluted water on the plants. 4 View and discuss study prints and conservation charts. 5. View and discuss transparencies. 6 Show and discuss film, "This River Must Live" 7 & 8 After field trip to water supply treatment plant and discussion the student will be able to draw a before-and-after picture of environment 8 & 10 Student keep a record of amount and types of pollution in Mohawk River. 9. Same as 7 & 8. 11 Water test spring water (pure) Trip to river Mohawk Test water of river Show films - This River Must Live Water treatment plant visit 12. Present lecture and discuss information on Bill legislation	1 DRAMA Read play "Prince of Pollution" and write an ending 2 MATH Teach map scaling. 3 READING (a) Research, (b) outlining 4 SPELLING Water pollution vocabulary 5 PHYSICAL ED - Hiking 6 READING - PHYSICAL ED Visual perception. 7 ART Mural of "Death of a River", Book jackets mobiles 8 ENGLISH (a) Keep a Diary imagine you are a body of water and keep a daily account (b) Write a play or story 9 MUSIC Create a song on water pollution 10 ART Bulletin board 11 ENGLISH - Language Arts (a) Research papers on water pollution (b) Categorizing 12 Social Studies Manners. 13 ENGLISH Capitalization punctuation etc 14 SOCIAL STUDIES Maps - map scales 15 MUSIC ART Make instruments to play song on	Experience You and your family live in a new home on property adjoining a refreshing lake In the valley town below live your friends and relatives You have happy memories of the time spent there, and as you watch the village children playing in the stream that flows down the hill from your lake, you recall how pleasant those moments were for you on hot summer days. A mining company wishes to buy a part of your hillside and the lake There is a strong possibility that the company's operations would pollute the lake and stream. This would be resented by the townspeople, most of whom are your friends. Additionally, many families use the stream for drinking water when wells get low. However from your point of view, the sale of part of your property would permit you to pay for your house and provide more spending money. Ask the students to react to the situation orally 1. Do you have an obligation to the townspeople? Explain 2 Are these obligations more important than providing financial security for your family? 3 What are the responsibilities of the mining company? 4 How will you resolve this problem? Experience Place one goldfish in a small aquarium or other suitable container. Add a few drops of liquid detergent The goldfish will become listless and gulp the air Return the goldfish to clear water Test several brands of detergents 1 What is the source of the detergent in rivers? 2 Why have detergents become increasingly dangerous to the environment? 3. Is there any limit to how efficient we can make detergents in terms of their cleaning power? 4. As we improve the cleaning agents what do we sacrifice? 5 Are whiter than white clothes part of a better life? II Alternatives (a) Sell property (b) Don t sell (c) Sell with anti pollution clause in contract of sale. III Predict outcomes (a) Lose friendships of townspeople. (b) Gain financial security. (c) Gain security without losing friends. (d) Ruin environment and scenery IV Student chooses alternatives best for him V. Internalization - Checked by observation of future actions and student behaviors.	FILMS This River Must Live Shell Clean Water - New River (Mid York) A Drop of Water, UT Municipal Sewage Treatment Processes U S Public Health Service Troubled Waters U S Senate Public Comm. FILMSTRIPS Water Pollution - Warren Schloat Productions, Inc. Clean Water Is Everybody's Business - U S Public Health Service. Primary Treatment Plants - U S Public Health Service Trickling Filter Plants. TRANSPARENCIES Water Pollution - Miliken & EM. DEMONSTRATION Jr. Museum Classroom demonstration on Water pollution. CHARTS & PICTURES Conservation Chart Sport Fishing. Institute (Charts shows interrelationships of water land and wildlife) KIT Biological & Chemical pollution Test Kit Scott Scientific Inc PAMPHLETS & HANDBOOKS TEACHER Conserving Our Waters & Cleaning The Air American Petroleum Institute. Pollution A Handbook For Teachers (Scholastic) Dorothy Needham. Environmental Education Instructional Activities '72 State Education Dept. Environmental Education Strategies State Ed Dept Pollution Textbook, A B Dick Co. TEXTS & REFERENCE BOOKS FOR CHILDREN Science Through Discovery Singer. Archer, Sellers Rain River & Reservoirs Coward Mc Cann, Inc 1963 Elting Mary Water Come Water Go Harvey House '64 Lewis Alfred The Thirsty World: Water Supply & Problems Ahead. McGraw Hill '64 Meyer Jerome Water At Work World Pub Co '63 Naden, Corinne The First Book of Rivers - Franklin Watts, Inc. '67	1 The student will be able to identify orally five ways in which living and non living things depend on water 2 The student will construct a salt map or a flat map with symbols after he has given an oral description of the area. This must be to scale with 75% degree of accuracy 3 The student will be able to prepare a written report on the experiment with plants using the five steps of the scientific method 4 The student will be able to list in written form one use of water for each category 5. Evaluation of objective 6 The student will be responsible for a one page written report discussing at least two reasons for the water shortage 7 & 8 The student will illustrate by means of a before and after drawing at least four changes in the environment due to elimination of pollution 8 The student will be able to present a report of his findings including pertinent information using the five steps of the scientific method 9 The student will interview five members of the community using the ten student developed questions and then summarize his findings in 1 page report 11 Given a picture dealing in water pollution, the child will be able to write one solution to this problem (95% performance level) 10 The student will prepare a written letter to be sent to hus Congressman regarding pollution legislation after teacher analysis

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SOCIAL STUDIES UNIT TOPIC MAN'S MAJOR CONQUESTS GRADE/AGE LEVEL 5th GRADE 10-12 YRS. OLD LENGTH OF UNIT 3 WEEKS	I. MAN & HIS SELF IMAGE (a) A strong belief in a cause usually eliminate feelings of remorse. (b) Separation of people into specific categories tends to alienate all. II. MAN IN HIS PHYSICAL ENVIRONMENT (a) Man's ignorance of knowledgeable facts will cause his downfall. III. MAN AT WORK (a) Man's competitiveness has increased through the use of industrialization.	I. (a) Given a hypothetical problem of "Life & Death" nature, through his decisions, each student will determine who is to be saved and who is not, according to his own values. Thus the student will assume the role of an omnipotent force. (Affective). (b) The student will write a list of the 5 most basic characteristics he feels promote segregation. Using any two of these characteristics, the student will "role play" a situation with another student who shares similar views. (Sensory Psychomotor). II. Given a list of four controversial problems each student will select one of these problems and try to persuade his partner, of the opposing belief, to accept his interpretations as being correct. (Affective). III. Given a list of five social changes brought about through the coming of the Industrial Revolution, each student will select one of these changes and role play it to show how it might have been prevented. (Sensory Psychomotor).	I. (a) Here the clues would be divided in to a number of groups with no less than 4 students in each group. In order to fulfill the task, a unanimous decision must be obtained among the members within the group. Also a general group discussion involving inquiry and other types of probing questions can be done by the teacher. (b) Students can research the reasons by going through sociological statistics related to the subject matter. Students can role play each basic characteristic given. Students also can conduct an open discussion or present a panel discussion possibly by having a few eminent sociologists or teachers present their views and be challenged. Also an actual classroom situation can be presented to show the prejudices which exist and their effects. A classic example of this would be the brown eyes, blue eyes case. II. The use of the overhead projector, opaque projector or any audio visual materials will be a necessity for establishing a good offense. Here much research on the student's topic and his counterparts is critical. III. Role playing, research and the use of many resource materials along with discussions will be helpful.	Students will discuss major humanitarian problems and decide verbally his reasons for coming to specific conclusions. (This can be used in conjunction with English Public Speaking classes and also in science, health classes). Students will research statistical data for writing a composition on patterns of segregation. (This can be used in math for discussing statistics) - also in English for a lesson on the uses of the library. Students will "role play" particular events when given a story. (This can be used in English classes to develop good communication skills and in reading to provide visual discrimination. Students will make written comparisons geared towards developing sound and logical arguments. Also, he will be able to sequentially develop this. (This skill can be used in reading to develop sequences and getting the main idea). Students will divide the class with those having light hair sitting in the back and those having dark hair sitting in the front. Discrimination will be felt by the lighter haired children. (This can be used in English to show how speech patterns and vocabulary are used to segregate people. In reading to show how poor readers are dis-	Experience - a wealthy man opens up a grocery store across the street from a neighborhood grocery store that has been in existence for 25 years. In order to get more business, this rich grocer lowers his prices to such a point, that he is losing more money than he is taking in. You are poor and have lived in this neighborhood for 20 years and done business only with the local grocer. 2. Now that the student is aware of the situation, he will be presented with the problem. What store will you patronize? 3. Here the student will see (a) He could patronize the new supermarket. (b) He could patronize the old grocery store. (c) He could do business with both. (d) He could do business with neither one. 4. I, being the students' teacher, would recognize what alternatives the students chose through an oral explaination of their choice - first as a group and then as individuals. 5. How the student would have to determine what the consequences would be if they went to one store and not the other. Such things as whether the lives of either businessman would be affected by their decision. How much of their own life would be affected by their decision. 6. The teacher could become aware through oral expression or written responses. Most likely through "heated" discussions, bringing up the least likely alternative and having the teacher defend it, will promote awareness. 7. In this case, the student has a variety of alternatives with which he could agree or disagree. Also, he has the option of writing any alternative he feels would logically help settle the problem.	Guide to Social Studies Teaching by Leonard S. Kenworthy. Teaching the New Social Studies by Edwin Fenton. Automation and It's Challenge by Scholastic Book Services. NTL Institute Interaction Exercises. Does Color Really Make a Difference? by Aims Instructional Media Services. (film). Let's Have Respect, by Aims Instructional Media Services. (film). Working With Others, by Aims Instructional Media Services. (film). "American Behavioral Scientist" October 1966, Vol. 10, pp. 18-27. "Peace Research Review" Vol. 1, August 1967. "American Behavioral Scientist" X, November, 1966, pp. 1-4. Interaction - The Democratic Process, by L.T. Hopkins. Educational Resources Information Center - located in Rome. U.S. Government Films Center. University of Iowa. A.V. Center for film rentals specifically in this area. System 1 - by Instructional Inc. (game) Kent State University puts out a book titled, "Focus On Inner City Social Studios", by Arnoff. "Religious Education," Vol. 65, January, 1970, pp. 9-13. Delta Kappa Gamma Bulletin, Vol. 36, Fall 1969, pp. 33-36. Social Studies Through Problem Solving, by Macine Dunfee and Helen Sagl. Chambers Biographical Dictionary, Webster's Biographical Dictionary, Who's Who in America. Information Please Almanac American Heritage. V.F.W. American Legion Local businesses Municipal government officials	I (a) Here, the teacher will observe the degree of interaction among the members of each group. She will also determine how successful each student was through questioning. The questions would be of the type in which there would be no one set answer. Here the success would be in how well the particular individual was able to justify his answers. (b) The success or failure of the "role playing situation" plus a written paragraph by the students answering the questions of "why their particular characteristic causes segregation will determine the success of accomplishing the objective, thus, teacher observation will be an important factor in determining it's success. II. A student will be evaluated according to how well an argument he establishes. This will be in debate style. Those students who can't be persuaded to change their opinions and can substantiate their position with facts, or change the other viewpoint, will obtain the highest mark. Again, teacher observation is critical. III. The success of this project will depend upon the accurate information the student has about his subject. Because every student will be given these five changes, the degree of accurate information plus the success of the "role playing" itself will determine his mark. This will be judged with those students who chose the same question. IV. To determine whether the objective has been completed, each student will be responsible for a one page report for each person who he is describing. It will include biographical data and will answer the question why and how did each individual try to conquer the "unconquerable."

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SOCIAL STUDIES **UNIT TOPIC** **MAN'S MAJOR CONQUESTS** **GRADE/AGE LEVEL** **5th GRADE** **10-12 YRS. OLD** **LENGTH OF UNIT** **3 WEEKS** ***(CONTINUED)***	IV. **MAN AS CREATOR & EXPLORER** (a) Mankind possesses an inner desire to explore the unknown.	IV. Given a list of ten famous men and women, each student will select five of these individuals and write on how and why each tried to conquer the unconquerable. (Cognitive)	IV. Reading background material on these individuals from textbooks, magazines, phamplets, biographies and autobiographies, will be most helpful.	tinguished from better readers).	8. By finding out "why" certain alternatives were chosen and having the student realize the consequences if others were chosen; I'm sure a teacher will be able to find the rationale behind the student's choice. 9. What I expect the student to realize is that in a democratic system, like ours, of free enterprise, every man has equal rights. Thus, the rich man, just as the poorer man can conduct his business the way he chooses as long as it falls within the legal realms of society. 10. A situation could occur where a student feels the rich man is wrong in establishing a business so close to the old grocer. He may feel that the rich man has an overwhelming advantage and shouldn't be allowed to lower his prices below a certain level. Hopefully, through discussion of how: a. The rich man became rich. b. You can patronize whomever you want without restrictions. c. Any outside restrictions placed on the rich man would be unfair discrimination. The student might consider a re-evaluation of his choice.		
	V. **MAN & HIS ASPIRATIONS & FEARS** (a) The strength of a country is measured by its manpower and armaments.	V. The students will be given a list of five factors essential for a strong country to remain strong. Each student will write about the two they consider to be most significant and their reasons for it.	V. Use of resource material, getting opinions of various governmental groups or prominent individuals.				V. This will be evaluated on how well each student accurately displays the skill of compiling research and answering the question. Also how well he can make a complete reversal and justify another position different from his that the teacher might ask him orally.
	VI. **MAN & HIS GODS** (a) Man is somewhat hesitant in accepting opposing religious beliefs of other men.	VI. The students will listen to the passages of the reasons for the "Pilgrims and Puritans" coming to America. Then they will write two paragraphs on two issues prevented these two factions from uniting or at least cooperating with each other - while incorporating the reasons for disagreements by citing two examples of religious strife. (Cognitive)	VI. Here again the use of resources for the writing of this question is a must. The students must obtain information to make wise and able comparisons between struggling religious groups.				VI. Here a student will write two paragraphs on what issues prevented the two religious factions from uniting or cooperating. They will also incorporate as many reasons as they can for religious strife in the world today by citing examples.

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SOCIAL STUDIES **UNIT TOPIC** **OUR HERITAGE** **GRADE/AGE LEVEL** **GRADE 5** **10-12 YEARS** **LENGTH OF UNIT** **4 WEEKS**	**1. MAN & HIS COMMUNITY** A person's political and religious ideas and values may be different from those of his homeland as a whole and will affect him. **2. MAN & HIS ASPIRATIONS & FEARS** A society may limit a person's employment possibilities due to his race, religion, national origin or political beliefs. **3. MAN AT WORK** A newcomer will often settle where there are job opportunities, farm land, and/or where relatives or others of their homeland have previously settled. **4. MAN IN CONFLICT** A newcomer can retain his values and customs, adapt to or adopt the new cultures - all choices dependent upon the individual and the pressures upon him. **5. MAN & HIS SELF-IMAGE** A child of today can develop a knowledge of, a working familiarty with and pride in his heritage, while also becoming knowledgeable of and appreciating the heritage of others.	1 - COGNITIVE: Using reference books and biographies, the student will choose two people of the country of his heritage and write a brief biography of each. PSYCHOMOTOR: Given materials such as a shoebox, construction paper, cardboard, clay, etc., the child will demonstrate his ability to transfer what he has read into a physical form by construction of a diorama, model or drawing showing the contribution to the U.S. by these two people. 2 - AFFECTIVE: From a list of 12 to 15 questions developed by the class, the child will choose 10 and interview a person with knowledge of the country of the child's heritage. (Some possibilities are:) 1. Why did you or —— decide to leave? 2. Did anyone try to make you stay? 3. Was it easy for you to get permission to leave? 4. What were some problems you had there and here that you did not expect? 3 - PSYCHOMOTOR: Given an outline map of the U.S., the children will demonstrate his ability to make a color key, locate and color in five areas of immigrant settlements. By breaking into groups and co-ordinating physical activities, the class will co-operatively construct a large United States map showing a variety of settlement areas. 4 - COGNITIVE: Given books with information on various immigrants and newcomer groups, the child will find information on foods, clothing, jobs, religions and family life of three and will also prepare a chart on the above and any changes he found. The child will also use information gleaned from his personal interview. 5 - AFFECTIVE: By listening, observing, and comparing various heritages, the child will become aware of the great varieties and similarities in Americans today. COGNITIVE: Given cookbooks, the child will find a recipe of his heritage. Given reference books, photographs, etc. the child will find a costume of his past. PSYCHOMOTOR: The child will demonstrate his ability to follow a recipe and prepare a food of his country. The child will demonstrate his ability to use and manipulate materials to create a costume of his country.	1 - As a result of discussion, research and writing, the child will find his information sources in the library and choose that information to help prove the generalization. The child will become familiar with the relationships between the two people and their homeland communities. 2 - Through discussion, the child will gain information and insight into the people and land of his heritage, their reasons for leaving (willingly or in bonds), attitudes toward their homeland and their new land. 3 - As a result of discussion and research and map study, the child will be able to change written information into a visual one on the outline map. He will learn the reasons for the people of his heritage settling where they did. 4 - Through discussion, the child will become familiar with the ways of life of different groups and some changes that may have taken place. 5 - The child will be able to role play, discuss, praise, question and perhaps criticize constructively various heritages of America.	1 - Language Arts -- Using the library to find information sources. Organizing facts using proper sentences and paragraph structure, using correct punctuation. 2 - Language Arts -- Formulating pertinent questions, speaking with (interviewing) a person, taking notes on the replies, rewriting, orally presenting the interview to the class, listening skillfully. 3 - Language Arts -- Reading and skimming for information, using the index. Art - labeling and coloring geographical locations with neatness and care. 4 - Language Arts -- Finding specific information, taking notes. Mathematics - measuring columns on the chart. Art - draw or find illustrations for chart. 5 - Language Arts -- Listening to gain information and pleasure. Home Economics - cooking or baking, sewing or helping sew a costume. Mathematics - using liquid and dry measurements.	You and you family live in a country that is ruled by one man. He and his advisors make all the laws. Your father must work in a certain factory for low wages, you may not travel more than 20 miles from your city, your father cannot own land or buy a house. If your family talks about changing the government, you could be attacked by bullies, your house wrecked or your father put in jail. Your family believes that people should have a free choice of jobs and where to live, that they should be able to own property and move around the country. 1. Each child should list some alternatives to make the above situation a better one. Some questions the teacher might ask are: Should you always follow the rules of the government by that one man? If you think he's wrong, what can you do? If you agree with him do you still have any problems? If you choose to try to leave your country, what might your problems be? 2. Through play acting, through round table discussion, or through written work, the child can show how and why he chose his course of action. 3. The teacher may ask the child who has chosen to leave, do you realize that you will leave the only home and people you ever knew, you do not know another language, the new land may not be all "that's it cracked up to be," that you and your father may not find a job, etc. The child will realize the consequences of his choice. Also, if he chooses to stay in his land, what will the consequences be if he continues to disagree with the ruler? Another choice may be to change his political ideas to agree with the government. Can the original problem be solved that way, too? 4. The child will recognize the problem, state alternatives to solving it, make a choice of solution and demonstrate reasons for the choice.	1. Encyclopedias Biographies Film strips as available. 2. People of the community. 3. 8" x 10" outline maps for each child. Brown wrapping paper or large construction paper. Tempra paints, brushes and newspapers. 4. Encyclopedias The Social Sciences -Concepts & Values pub. Harcourt Brace Javanovich, Inc. pp. 225-280, 286-299, 316-317. The South, pub. Fiedler, pp. 94-99 125-136, 140-146 The West, Fiedler. p. 91-97 p. 118-121 Midwest & Great Plains, pp. 145-150 The East, Fiedler 5. From the Oneida County Historical Society at Munson-Williams-Proctor Institute, kit on Macaroni Making -- "Immigration" a slide show presentation. Various cookbooks. Recipe files from home. Records from home and library for distinctive music.	1. The child will be able to explain why the two people he wrote to about, came to the United States and his projects will clearly show the contributions of each. 2. The child will be able to answer questions of the class and teacher based on his interview. The child may role play a person of his heritage showing the problems he had in his homeland. 3. The child will be able to demonstrate on a map of the United States where three of five groups settled in large numbers. The child will complete the individual maps with 80% degree of accuracy. 4. The child will prepare his chart, measure straight columns and explain it orally, showing the main points. 5. Teacher will observe role playing. The child will prepare (or help prepare) the food and costume. Cooperating with the class, the child will help prepare the International Lunch, using the food each has prepared, playing the music and wearing the costume.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LANGUAGE ARTS UNIT TOPIC AUTOBIOGRAPHY GRADE/AGE LEVEL Grade 6 LENGTH OF UNIT Four Weeks Submitted by Janice Rich, Carol Zyla, Philip Geraci Robert Schaffer. Jane Ruttinger Roosevelt School	I. MAN & HIS SELF IMAGE * MAN & HIS ASPIRATIONS & FEARS Respect for others begins with respect for one s self. * Attention span II. MAN AS CREATOR AND EXPLORER The autobiography takes on various forms. III. MAN AT WORK The use of multi media helps one in expressing himself or herself more effectively and vividly IV MAN AT WORK Pupils will value the opportunity of working in a variety of learning groups. Multi model structures enhance learning V MAN AS CREATOR Structural style of a communication effects clarity and its capacity to be received as intended. VI. MAN & HIS PHYSICAL ENVIRONMENT Effective communication relates to matching the more effective medium with the intended message VII MAN AS CREATOR Fundamental communications skills enhance creativity and self expression	1. The students will value the opportunity to share their background and experience. * (Affective). *2. Development of Attentional Flexibility b Attends to a variety of stimuli. II Each student will be made aware of various kinds of autobiographies For example (1) chronological (2) fragmented, (3) stream of conscience (Affective). III Through the use of tape recorders, opaque/overhead projectors, photographic equipment, etc., students will find additional avenues for self expression Students will structure episodes of their autobiographies so as to ilicit and develop effective interaction with fellow students (Cognitive). IV Students will work together in no less than three different kinds of groups as individuals as dyads in small groups etc Such groups will consist of not only students, but teachers parents non school siblings etc V Students will respond to the necessity for appropriate sequence organization and stylistic personalization in their presentation. They will value the use of a variety of individual styles by their fellow students. VI Students will analyze and evaluate the communications technique that they employ. VII Students will appropriately use punctuation spelling, paragraphing and word usage in written, oral and non-verbal expression.	I A. Researching the family tree. B. Creating a mind portrait. C. Producing an advertisement to sell youself, or some aspect of your talents or abilities D Deriving a statistical picture of yourself E Discerning the particular customs, traditions and heritage of your family. II A Reading biographies and autobiographies B Seeing cinematic biographies C. Discussing the various forms and styles that the students autobiographies may take Brainstorming III. A Interviewing parents, relations, and friends using the tape recorder effectively B Collecting and arranging effective presentation of photographs slides portraits, etc. C. Producing a motion picture study of an episode, or interest, in one s life IV A Establish a correspondence with one or more parties during which you exchange three or more letters which explore personal feelings attitudes, interests, etc B Form a drama group and prepare a skit play, or role playing situation for presentation to others C. Select a poem that relates to you Memorize it, share it with others and explain its meaning and how it relates to you V A Create a future scenario Project yourself into the future in fantasy via science fiction through fable by, prophecy etc. B Create a cartoon, or cartoon strip that dramatizes as personally as possible one s own way of viewing himself. VI A View film The Medium is The Message B Analyze at least three of their products in the light of estabiished criteria to determine if the message and the medium are well matched C Play the Propaganda Game (Edutronics Inc) an autotutorial activity VII A. Play charades Use	I A Concepts of nationality multi ethic backgrounds B Drawing silhouette creating montage. C Advertising as propaganda. Economics of ads Ads as art D Concepts of culture customs and traditions in social institutions. II A Sharing through oral reading. B Building listening skills and the ability to think critically C Small and large group discussion techniques. Learning to collect data so as to study the process by which a task is attended to. III A Learning to construct analyze and evaluate one s question asking techniques. B Visiting a museum or art gallery C Practicing and analyzing the decision making process IV A Reading the famous letters and correspondence of historical figures B Setting a poem to music V A Create costumes construct props for skits B Draw a cartoon transfer it to other media such as transparency for large group sharing VI A Design a graphic representation of the various media and their special or unique features B Interact with the advertising department head of a TV radio or newspaper establishment What are economic moral semantic, social consequences? VII A. Design a graphic, tabular or other statistical record of your improvement in some area. B Design a poster that illustrates graphically some rules, generalizations, or important ideas relating to the skills being practiced.	DEVELOPMENTAL I Need for choice The student will have options throughout the unit in regard to what the content of his autobiography will contain, what media will be employed to present content what mode will be utilized (the kinds of interaction with other people and what level of competency his product will achieve II Alternative. A Content - See learning experiences. Student may choose or create any substitute or additional experiences B. Media - TV, film, tape picture displays booklets, articles, etc C. Mode - Dyads, small group, total class etc Peers, adult student, boy girl etc D. Level - Student/teacher contracts re amount, time quality of product, taxonomical involvement etc III Consequences of Choices A Content student s material may be narrow in scope (My Life in Sports) or large in focus (My Life Experiences for 12 Years. B Media - student may become acquainted with and stimulated by many media of expression or may limit himself to a single medium that provides comfort and support for his productivity C Mode student may spend most of his time working alone, or may receive the stimulation that can come from interaction with peers, teachers relatives and others D Level student may produce a minimum amount of "simple" products or a substantial amount of sophisticated material He may be involved cognitively to a greater degree than affectively, or vice versa IV Criteria for choice A. The Learning Activity Package of Pat Jackson for definition of the concepts of content media mode and level as well as for ways to approach self selection and contracting.	I Mind Portrait etc. Newstime Magazine, Vol. 43, No. 7, Nov 1, 1973 Propaganda Game by Allen & Green Nova Learning Corp. Fiddler on the Roof (Tradition!). phonograph recording and text. Tjurunga, film, Syracuse Film Lab. II Films: Ivan The Terrible Diary of Anne Frank, Jolson Story, Henry V All About Me, Interaction program of Houghton Mifflin, 1972. Interaction Briefs, an intermittent feature in Today s Education, beginning in 1969. Includes brainstorming, sharing and caring, discussion techniques, etc. III Classroom Question What Kinds, by Norris Sanders. Harper & Row 1973. Questioning Strategies and Techniques by Francois P. Hunkins. Allyn & Bacon 1971 Munson Williams Proctor Institute Kirkland Art Center Hamilton College Art Center. IV George Bernard Shaw Sir Walter Ralegh, Franklin Roosevelt, etc., Utica Public Library. Biography Collection. V. Push Back the Desks, by Albert Callum, Scholastic Book Services, 1973 "U" Film Kit (Make your own filmstrip) Hudson Photographic Industries Inc VI We Have No Art (Film of artist teacher Corita Kent on media and creativity) Indiana U Film Library The Medium is the Message (Film of Marshall Mc Luhan) Syracuse U FL. Handbook, National Training Laboratories (Techniques for data collection, analyzation, feedback and evaluation.	The key to evaluation in this unit as suggested in the Valuing column is the development of the following elements through effective student/ student and student/teacher interaction 1 Valuing the relevance of the activity to the needs and interests of the students. 2. Obtaining commitment to the activity so that an honest, real response is produced. 3. Developing the students' ability to utilize both internal and external criteria (See level 6, Bloom s Taxonomy Cognitive Domain) for self-evaluation, based on his ability to collect data, analyze that data, and interact with others in "proving" the validy of both his perceptions and his judgments 4 Utilizing the semantic model which identifies three distinct kinds of communication, without which critical self judgments cannot be made. (1) Describing (2) Inferring and, (3) Value judging 5 Establishing procedures and criteria for student/teacher conferences at which time the student primarily accomplished the following A Organizes his material for sharing B Selects appropriate items for sharing C Collects data on his own performance and/or utilizes data of others such data to support his self-evaluation in the light of student/teacher agreed upon criteria D Makes decisions based on consideration of alternatives and their consequences as to what his next steps will be.

CONTINUED

SUBJECT AREA	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS
LANGUAGE ARTS **UNIT TOPIC** **AUTOBIOGRAPHY** **GRADE/AGE LEVEL** Grade 6 **LENGTH OF UNIT** Four Weeks Submitted by: Janice Rich, Carol Zyla, Philip Geraci, Robert Schaffer, Jane Ruttinger Roosevelt School	silent symbols for punctuation, syllabification B. Punctuate correctly from oral dictation. C. Be a newspaper reporter. Follow the activities of one or more individuals and write accounts of their behavior, their activities, their values, etc. D. (See B above) Have a fellow student dictate a brief episode from their life. Write out the account using the verbal clues to indicate appropriate places to punctuate, paragraph, etc. Proofread and correct for appropriate word usage.	B. Taba, Bloom, Krathwohl and others for taxonomies of cognitive, affective, psychomotor achievement C. Student teacher created evaluation techniques and criteria V. Internalization. The student's concrete products from the basis for inferring the extent to which he has internalized values in a relationship not only to the product produced, but the processes employed to achieve that product. VI. Re-evaluation. Student interaction, on a continuing basis, provides the major system of feedback so as to encourage self-evaluation of both product and process. Teacher/pupil conferences, on a regular basis, provide a further feedback network, coupled with feedback from all other adults and other individuals with whom the student has been working and interacting.	VII. Inquiry Development Program by Richard Suchman (For ideas on inquiry and techniques for getting youngsters to theorize and generalize.) Science Research Association Graph and Pictures Study Skills Kit. Science Research Association NOTE: Highly recommended for its all around utility and application in a humanistically oriented language arts program are the many and varied materials in many media, designed for multi-modal use, and packaged by Houghton Mifflin under the INTERACTION program label. The material has been designed and produced by a number of respected and creative names in education, all under the supervision of James Moffat.

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MATHEMATICS **UNIT TOPIC** GEOMETRY GEODESIC DOMES **GRADE/AGE LEVEL** 6th Grade 11-12 Years **LENGTH OF UNIT** 6 Weeks Submitted by Sheila Asher, Nancy Evans Hughes School & Mark Primack Lincoln School	MAN IN HIS PHYSICAL ENVIRONMENT MAN AND HIS SELF IMAGE 1- Man defines objects and events in terms which satisfy his image of beauty. 2- MAN AS CREATOR Man expresses his feelings and reactions to experiences through objects he creates. 3- MAN AND HIS SELF IMAGE MAN AND HIS INTIMATES Man judges himself and his fellow man by the objects he and they create.	1. Students will develop and use geometric skills necessary to recognize spatial visualization (Cognitive remembering and applying). 1. Students will compare and contrast properties of certain geometric figures (simple polyhedrons. (Cognitive interpretating and analyzing). 2. Students will construct various triangular shapes - congruent triangles, angles, and line segments, angle bisectors, perpendiculars to a line, and to a point on a line. (Sensory - psychomotor planning, selecting, constructing). 2. Students will demonstrate ability to construct geodesic domes - with group or individually. (Sensory psychomotor - planning, selecting, constructing). 3. Students will share and judge each other's dome designs and completed constructions. (Affective - sharing and judging).	1. All students will memorize and list definitions and concepts of a point, line, line segment, angle, etc. 1. All students will trace and then draw simple polyhedrons (triangles, quadrilaterals rectangles, pentagons, hexagons, etc.). 1. All students will participate in measurement activities learning to use ruler, compass, protractor. 1. All students will view filmstrips showing characteristics of simple polyhedrons. 2. All students will draw two dimensional geometric drawings and construct three dimensional models of oak tag or some heavy paper. 2. All students will participate in one-half day field trip to view a geodesic dome. 2. All students will listen to lecture-slide presentation by art authority on history of use of dome and effects of domes on the world of art and architecture. 2. All students will listen to a lecture by prominent architect on local housing and building codes and effects of these codes on dome construction. 2. All students will participate in dome-building activities -- either singly or in groups. 3. All students will display their dome designs and completed constructions for their peers and will rank them on simple rating cards.	1. Some students may do research on history of measuring and different measurement systems. (Cross reference with Social Studies.) 2. Some students may do biographical research and reports on famous dome architects (Buckminister Fuller) or on famous domes in architecture. (Cross-reference with Language Arts). 3. Some students may do research and reports on future scientific use of domes (space stations, cover entire cities, etc.). (Cross-reference with science). 4. Some students may sketch famous domes that have appeared in paintings and compile booklet of drawings. (Cross-reference with Art).	(Clarification) Given the foundational structure that every child must be involved in dome building. 1. Pupil recognizes need for choice. Each student recognizes need to choose the type, technique, materials, and process (either individually or in a group) for building geodesic dome. 2. Pupil generates alternatives. Each pupil will list the possible dome types and techniques available to him. 3. Pupil lists possible consequences. Each student will note the required materials, assistance, space, time, and degree of difficulty and consequences for himself in selecting at least two of his listed alternatives. 4. Pupil chooses. Each student will choose the specific dome type and method of construction he feels is most desirable and practical for him. He will also indicate "back-up" choice. 5. Pupil internalizes choice: Each student will act on his choice and begin to construct (or attempt to construct) the chosen dome type. 6. Pupil re-evaluates. Each student will either re-affirm his commitment to original choice or see the need for selection of a different alternative. (After at least one week of concentrated work, wherein difficulties encountered can be realistically valued). Time and teacher-guidance must be an interpreted part of re-evaluation program.	1. McSwain, E.T. Arithmetic 6. Summit, New Jersey. Laidlaw Bros., 1965. 1. Gundlack, Bernard H. Mathematics 6. Atlanta, Ga. Laidlaw Bros., 1968. 1. Steinhaus, H. Mathematical Snapshots. New York: Oxford Univ., Press, 1960. 1. "Geometry,"Filmstrips, captioned and color. Eyegate 5-2 "Plane Geometry", 5-3 "Aspects of Geometry." Eyegate Co. 146-01 Archer Ave., Jamaica, N.Y. 11435. 2. Clinton, Joseph. Advanced Structural Geometry Studies - I. Springfield, Va. National Technical Information Service, Sept., 1971. (Report NASA CR - 1734 - $3.00) 2. Popko, Edward. Geodesics. Detroit, Mich. Univ. of Detroit Press, 1968. 2. Domebook 2. Pacific Domes, Box 279, Bolines, California, 9492 ($4.20). 2. Prenis, John, ed. The Dome Builder's Handbook. 2. "The Dome Display", at Rieman's Piano & Organ Co., Route 5, Herkimer, N.Y. (Between Ilion and Herkimer). 2. Buckminister Patents. Patent Office, U.S. Dept. of Commerce, Washington, D.C. 20231 ($.50 per patent). (#2,62,235-12/12/57; (#3203,144-5/27/60; (#2,905,113-4/22/57; #32914,074-3/1/57; #3197,927-12/19/61; #2882,717-1/24/55; #2986,241-2/7/56; #3063,521-8/31/59; #3139,957-1/24/61; #3354,591-12/7/64).	1. Written Unit Test. At least five (5) and no more than ten (10) objective multiple choice test items will evaluate all students' knowledge of geometric concepts and definitions. 1. Mixed Media - Students' drawings of simple polyhedrons will be ranked by outside objective judge. 2. Written Unit Test (Essay) - All students will write two paragraphs describing the advantages and disadvantages of geodesic domes. 2. Written Unit Test - At least five (5) and no more than ten (10) objective multiple-choice test items will evaluate all students' knowledge of local housing and building codes re geodesic domes. 2. Mixed Media - Students' displays of constructed domes will be evaluated and ranked by objective outside judges. 3. Projects Under Valuing Experiences - Evaluation by teacher of pupils' interest and enthusiasm for work required for completion of projects. Evaluation also by peers of each others projects.

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SCIENCE UNIT TOPIC THE HUMAN BODY GRADE/AGE LEVEL 10-11 GRADE 6 LENGTH OF UNIT 5 WEEKS	1. The Skeletal System is a means of support and protection for the body. 2. Every movement the body makes is dependent on the muscles. 3. The Nervous System controls muscles, sensations, such as taste and touch, and the thinking process. 4. The Circulatory System carries digested food and oxygen to the cells and takes away waste materials. 5. The heart acts as a highly refined pump giving life-giving fluid to the body. 6. The Respiratory System brings oxygen into the body and rids it of CO2. 7. The Digestive System breaks down foods so the body may utilize them.	AFFECTICE: 1. Given material in various media, each student will project his idea of what modern man will look like in year 2500 due to technological change and advance. COGNITIVE: 1. Given a list of human body systems, each student will compare 2 systems fully in regard to function, to 75% accuracy. PSYCHOMOTOR: 1. Given material in various media, each student will construct a model or diagram to explain the various systems and that he can differentiate between them to 75% accuracy. AFFECTIVE: 2. Given a list of 15 health rules, each student will choose 10, identify why they are important and share with the class what he considers most important rules. COGNITIVE: 2. Given a list of 10 diseases, each student will explain how 5 of them affect the body systems with 75% accuracy. PSYCHOMOTOR: 2. Given a system of the human body, each student will write a project showing that he is cognizant of and that he can fully defend that systems' importance, to 75% accuracy.	1. Discussion of what modern man will look like in 2500 (Make students realize it is a subjective thing). 2. Draw what you think modern man will look like. 3. Write a composition telling what problems man may face - physical, social, emotional. 4. Invite guest speaker on futuristics. 5. Discussion of "Space Odyssey", various science-fiction movies and media. 6. Construct and costume a model of futuristic man. 7. Each student will present to class what he considers most important health rule and why. 1. Panel discussion and group discussion of important health rules. 2. Make chart of health rules. 3. Written project comparing 2 human body systems. 4. Doctor or nurse to speak to class. 5. Trip to hospital (lab.) and St. Luke's. 6. Reading of assigned texts on Human Body systems. 7. Chart on diseases. 8. Model of lung affected by cancer. 9. Make model of cigarette machine. 10. Read in text "Concepts in Science" & "Diseases Unit". 11. Discuss disease. 12. Write and chart composition of tour of body as seen by a germ. 13. Make charts on body systems. 14. Construct models. 15. Field trip to lab. 16. Talk by school nurse on lab technician. 17. Read book on Human Body Systems. 18. Group discussion of symptoms. 19. Role-play - take part of various body systems telling how each is important. 20. View filmstrips and films on "Human Body". 21. Contact resource people for talk. 22. Making of homemade stethescope. 23. Examination of animal heart. 24. Tape children's heartbeat before and after running.	Fee - splitting Question of Euthanasia Medical ethics A model of a lung affected by cancer is shown to class - patient was a confirmed cigarette smoker (2 packs a day). Discussion will follow as to whether it is intelligent to smoke. It was not proven that the cigarette smoking was the direct cause of the cancer but the children are aware of current literature on cigarette smoking and the warnings of the Surgeon General. The child will realize that there are several alternatives open to him - it is a matter of free choice if he smokes - he may get lung cancer - it is also a possibility that he may never smoke and still get lung cancer. Alternatives can be identified by: Discussion, written reports, long-term follow-up research. Analysis in light of consequences - Discussion-group and panel, written reports, teacher-pupil interaction. Reports from current literature - talk by doctor or nurse. How will teacher become aware of student's identified consequences? Changes in attitudes or behavior - written report - verbalization of consequences. Free choice among alternatives - decision is entirely up to pupil - not based on rationale behind free choice. Changes in attitude, scare tactics, written report, discussion. Internalization - student may identify his alternative and defend it in the light of new experiences and knowledge. Re-evaluation - new evidence comes from the Surgeon General's office that cancer is not caused by cigarette smoking - ask children how this would change their choice.	In Building: 1. "Science for Tomorrow's World Book 5," MacMillan. 2. "Concepts in Science - Book 5," Harcourt, Brace, Jovanowish. 3. Human Body (transparencies) Milliken. Filmstrips (in building) Eye Gate Series. "Your Body & You Know How to Take Care of it". "Man's Battle Against Disease". "Take Care of Your Health". "Your Eyes, Ears, and Hearing". "Your Eyes". "The Digestive System". "Your Lungs and How You Breathe". Utica Public Library: 1. Asimio, Isaac, "The Chemicals of Life", New York, Alelord 1954. 2. Benjamin, Charles and Gruenberg Sidonie, "The Wonderful Story of You; Your Body, Your Mind, Your Feelings", N.Y., Doubleday, 1960. 3. Follett, Robert R.J., "Your Wonderful Body", Chicago; Follett, 1961. 4. Fox Ruth, "Milestones of Medicine", N.Y., Random, 1950. 5. Glemser, Bernard, "All About the Human Body", N.Y., Random, 1958. 6. Gramet, Charles, "The Wonder That is You", N.Y., Abelord. 7. Grant, Madeline P., "Biology and World Health", N.Y., Abelord, 1955. 8. Henshaw, Alice, "The Fun Book of Your Body and You", Chicago, Childrens Press 1959. 9. Lauber, Patricia, "Your Body and How It Works", N.Y., Random, 1962. 10. Levine, Milton and Seligmann, Jean "The Wonder of Life", N.Y., Simon and Schuster 1952. 11. Liberty, Gene, "The First Book of The Human Senses", N.Y., Watts, 1960. 12. Parker, Bertha M., "Community Health" N.Y., Harper, 1949. 13. -. "Foods," N.Y., Harper, 1953. 14. -. "You As A Machine, N.Y. Harper '59 15. Parker, Bertha M and Downing, M. Elizabeth, "How Are We Built", N.Y., Harper, 1959 16. Perry, John, "Our Wonderful Eyes", N.Y., Harper, 1955 17. Ravielle, Anthony, "Wonders of the Human Body", N.Y. Viking, 1954 18. Reinfeld, Fred, "Mircle Drugs & The New Age of Medicine 19. Reidman, Sarah R., "The World Through Your Senses", N.Y., Abelard, 1962 20. Rucklis, Wyman, "What Makes Me Sick?", Irvington-on-Hudso N.Y., Harvey, 1959 Films: "Exploring Human Nervous System" (Utica Film Exchang "Tissue of the Human Body" 841 - "Human Body, Digestive System" 1220 - "Human Growth" 1011 - "Learning About Our Bodies" Field trips to Utica College Lab and St. Lukes Hospital Lab.	On-going - teacher analysis. Analysis of project (by teacher and student). Panel discussion. Presentation of project. Class discussion. Rating of presentation. Analysis of change in child's attitude due to increased interest in health habits. Essay test. Objective tests. Written reports. Questioning by clas Oral report. Group discussion. Open-end questions.

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SCIENCE UNIT TOPIC ELECTRICITY GRADE/AGE LEVEL 6 LENGTH OF UNIT Submitted by: Gordon Didio, John Convertino, Adelle Merrill, Rosemary Battey Herkimer School	MAN AT WORK Good conductors allow electricity to pass through easily. Non-conductors prevent electricity from passing through easily. 2. Current electricity is a flow of electrons from one place to another. 3. Electrical circuits can be connected in two ways - parallel or series. 4. The complete path through which electrical current can flow back and forth in a circuit.	1. (a) Given 15 objects (metal wood cloth etc.) wire, and a battery, each student will identify good conductors of electricity by connecting a complete circuit to 90% degree of accuracy. (Psychomotor) 1 (b) Give a list of 10 words, the child will be able to match each word with its definition with 100% degree of accuracy. (Cognitive). 1. (c) Given a situation (similar to 1966 blackout.) write an imaginary account of how your life would be affected by this situation. (Affective, psychomotor). 2. (a) Given 12 illustrations each student will identify a complete circuit to 90% degree of accuracy. (Cognitive).	1 (a) Have pupils draw a diagram showing complete circuits in their homes. Each diafram should show where electricity enters and leaves the house and where fuses are located. (Psychomotor) 1 (b) Given a nail, wire pin hair curler penny scissors screws paper clips, half dollar, and tack wire and a battery, the children will set up 10 circuits and prove which objects are good conductors. (Psychomotor) 1. (c) Given a list of 5 conductors and 5 insulators, the children will be able to identify each object with 100% degree of accuracy (Cognitive). 1. (d) Given the circumstance, a radio placed near wires carrying high voltage, explain why static results. (Affective). 1. (e) List on paper, 5 safety rules that should be followed when working with electricity. (Affective). 2. (a) Draw a complete circuit, showing how electrical energy flows in a complete path from its source through a conductor and back again. (Psychomotor). 2. (b) Given the topic Andre Ampere, each child will write a report on his contribution to electricity. Given a nail, wire, pen, hair curler, penny, scissors, screws, paper clips, half dollar, and tack wire and a battery, the children will set up 10 circuits and prove which objects are good conductors of electricity by causing the bulb to illuminate.	I. Need for choice A. Summer vacation is approaching. Your parents have given you a choice of vacationing at a mountain lodge or a seaside resort. The problem is that we have been living in an urban area with all the modern convenience offered through electricity II Alternatives. A Mountain lodge. B. Seaside resort. III. Consequences of choice: 1. No electricity, no appliances. 2. No hot water. 3. No drinking water except for well or spring. 4. No bathing facilities. 5. No television or means of communication. 6. No public transportation. IV. Criteria for choice: 1. No water pollution. 2. No air pollution. 3. More peaceful and quiet. 4. Better understanding of nature. 5. Less expensive. 6. Better fishing conditions (cleaner water). V. The student makes known and defends his choice through a written essay and an illustration, or a diorama. VI. Internalization. The class will have a panel discussion or debate; children will be grouped according to their choices. Through this experience the student will defend his choice. VII. Re-evaluation - After the panel discussion or debate, the student will make his choice again by deciding between two groups, (mountain lodge or seaside resort). Through this exercise of choice the teacher can observe any changes in the original grouping. Reasoning Skill: Recognizes that objects do not belong exclusively to anyone class or states differences between classes.	World Book 1970 Encyclopedias 1969 Comptons Magnets and Electricity (Hayes School Pub.) 1970 Electricity Milliken Pub. Co. 1972 Elementary School Science - Blough Swartz 1969 Batteries and Bulbs - McGraw Hill 1971. Concepts In Science - Harcourt, Brace and World 1968. Magnetism and Electricity - Milliken Pub. Co. 1971 Filmstrips: Electricity For Beginners (1114) Electricity All About Us (1005) Electricity What Is Electricity Finding About Electricity SVEA434-1 Finding Out About Light A 434-3 Magnetism and Electricity A 425-5 Finding Out About Magnets A 424-13 Cassettes - Let's Find Out Series SG42 Let's Find Out About Magnets. SG420 Let's Find Out About Electricity. Films: UFE (Utica Film Exchange) Flow of Electricity (295) Elements of Electrical Circuits (217) Learning About Electric Current (202) Electricity From Power Plant to Home (297).	A - The following types of tests may be used to evaluate the objectives: 1 - Exercises in discrimination, ex.: true or false. 2 - Identification exercises, ex.: multiple choice 3 - Exercises in confirmation, ex.: sentence completion, fill in the blanks. 4 - Association exercises, ex.: given a group of terms, have students match them with each given phrase. B. Each child will be able to draw a diagram illustrating a complete circuit in an electrical device (ex.: doorbell, toaster, or electric light). C. Given the topic: How Fire Prevention and Electricity are Related, the child will write an essay of not less than 100 words. D. Given an incomplete diagram, the child will be able to name in writing, the missing part and thus will reflect a greater understanding of this process. E. After reading the story, Ben and Me, by Robert Lawson, each child will write a review of the story and include Ben Franklin's contributions to early study of electricity. 1 - To determine whether the learning experience has been successfully completed, each student will bring in 15 objects from home and demonstrate the conductivity of each. 2 - Teacher-made test.

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SOCIAL STUDIES **UNIT TOPIC** HISTORIC UTICA AND THE ERIE CANAL **GRADE/AGE LEVEL** 6th Grade 11-12 Years **LENGTH OF UNIT** 6 Weeks Submitted by Diane Abbey, Jones School Timothy Fay, Sunset School Stephen Clark, Washington School & Dominick Rasi, Jones School	MAN & HIS COMMUNITY, PHYSICAL ENVIRONMENT, AT WORK 1. Communities progress in direct relation to the way people use their environment in providing for their basic needs - homes, employment, etc. MAN & HIS SELF-IMAGE, MAN & HIS INTIMATES 2. Communities vie for transportation facilities (like the Erie Canal), and men with foresight enter into politics to obtain their goal. MAN IN HIS PHYSICAL ENVIRONMENT, AT WORK, IN CONFLICT 3. Communities encounter obstacles in making physical changes and devise methods to overcome these obstacles. MAN & HIS COMMUNITY, MAN AT WORK, MAN AS CREATOR & EXPLORER 4. The Erie Canal became the catalyst for making Utica a transportation center in the mid-nineteenth century.	1. Given a description of the physical environment and how early Uticans changed it to provide for their needs, each child will list four improvements in living conditions that occurred as a result of this. (Cognitive - interpretating and analyzing). 1. Given the materials used in the construction of the Erie Canal in the Utica area, all students will be able to make visual presentations depicting how those materials were used. (Sensory-psychomotor-planning, selecting, constructing) 2. Given materials for research purposes, each student will judge the various rationales used by lobbyists who brought the canal through Utica, and then either praise or criticize their positions and arguments. (Affective-judging, criticizing, praising) 3. Given a description of the land forms of the Mohawk Valley, each student will differentiate and list the types of land forms common to the Mohawk Valley. (Cognitive-listing, differentiating) 3. With knowledge of the land forms of the Mohawk Valley, each student will identify two obstacles that had to be overcome in the construction of the Canal. (Cognitive-identifying) 4. Given the opportunity to investigate old accounts and shipping records, each student will judge at what point in time it was decided that the creation of a railway hub in Utica was necessary. (Affective-judging)	1. All students will participate in walking tour of early Utica (Rutger Park, Park Ave., Liberty & Whitesboro Sts., Riverside Dr.) so they will become acquainted with the architecture of the Erie Canal Period. 1. All students will trace in coded color on a current map of Utica, the boundaries of the Canal Era in Utica, and the trade and travel routes in and out of Utica at this period. 1. Students (in groups) will construct a diorama which depicts (a) The finished locks and canal (b) The costumes of the period; (c) Types of boats on the Canal. (d) The physical environment (e) Occupations involved in the daily operations of the canal, (f) Docks and lendings showing workers w/cargo. 2. Some students will prepare a historic debate, using the positions held by lobbyists of Canal Era, some students will debate pro and con the positions of lobbyists. 3. After all students visit Canal Locks with lecture-tour of construction, some students will write short skit, depicting role played by surveyors, engineers, etc., in overcoming construction obstacles. Some students will play roles. 4. All students will visit local library (Utica Room) and Historical Societies to research background relating to decision of community to enlarge as transportation center (Special focus on certain families).	1. Students will view slides of mid century American architecture with emphasis on most popular types. (Cross reference with architecture). 1. Students will listen to lecture by authority on inter-relation between space and life-style (Cross-reference with sociology). 1. Students will have detailed instruction in construction of dioramas. (Cross-reference with art). 2. Students will receive instruction in mechanics of debate - how to prepare, how to participate. (Cross-reference with language arts) 2. Students will receive instruction on effective note-taking, especially for slide-lecture presentations, how to make quick sketch to improve notes. (Cross reference with language arts and art). 3. Students will listen and take notes on slide lecture presentation "Geology on Mohawk Valley". (Cross reference with science) 4. Students will listen to records and music on the Erie Canal. (Cross-reference with music). 4. Students will receive instruction in making graphs (line and bar), and frequency distribution tables. (Cross-reference with mathematics) 4. One-half day field trip to Utica Room (2:00 - 4:00 P.M.), Utica Public Library. (Cross-reference with language Arts).	Catalyst Statement "Once again the Mohawk Valley is faced with the need for better means of transportation for trade and travel." 1. Pupil recognizes need for choice. Each student recognizes need for improving transportation facilities for the city of Utica and will indicate his need for choice verbally to teacher, and other students. 2. Pupil generates alternatives. Each student will identify and select at least two possible courses of action he might personally pursue to help alleviate and improve Utica's transportation problems. (Some possible alternatives include: Letter to Ed. of Utica papers. Visit to Mayor. Addressing Common Council Meeting. Letter and visit to Oneida County Dev. Corp. Letter and visit to Mohawk Valley Assoc. for Progress. Printing hand bills for public distribution) 3. Pupil lists possible consequences for his selected alternatives after considering possible consequences for each alternative and orally discussing them with class group and teacher. 4. Pupil selects the "best" alternative for himself, in the light of the consequence after careful examination and thought. 5. Pupil internalizes his "best choice" by immediately beginning to act on it - either singly or in small group. 6. After one week of action, pupil re-evaluates his choice. He either re-affirms his commitment to original choice or sees the need for selection of a different alternative and has time and help for going through valuing process (Steps 1-5) again with new choice.	1. Selected Slides, Art Library, Munson-Williams Proctor Institute, Utica, N.Y. 1. Coloring Book, Geevy's Trip on the Erie Canal, Janet Scripture, 1967, for Erie Canal Celebration. $.75 at MWPI 1. Miss Ruth Auert, Oneida County Hist. Society, Fountain Elms, MWPI, Utica, N.Y. 1. Paintings by Hudson River School, Mid-York Library, Lincoln Ave., Utica, N.Y. 1. Colored Print, Erie Canal Ground-Breaking Ceremony, J. Erwin Porter, for Erie Canal Celebration. $2.25 at MWPI 1. Films - Utica Film Exchange, "Saga of the Erie Canal" - UT - 7 "Once Upon the Erie Canal" - UT - 211 - "The Greater Utica Story" - UT - 292 (896 Broadway, Utica, N.Y.) 2. Fillmer, et. al. Composition Through Literature - 6 - New York: American Book Co., 1967, pp. 241-255, 275-295, 289-300, 302-312. 3. "The Land Below Us", a classroom demonstration Exhibit by the Jr. Museum of Oneida County, 1703 Oneida St., Utica, N.Y. 3. Talcott, Emogene. "Boulders May Be Tracks", and "Hills May Be Tracks, Too", in Glacier Tracks, New York, 1968. 4. "The Erie Canal", School Loan Kit, Oneida Hist. Society, Fountain Elms, MWPI, Utica, N.Y. 4. "Graphs", in Arithemetic 6, ed. McSwain et al. Summit, New Jersey: Laidlaw Bros., 1965. 4. Wyld, L. D. Low Bridge! Folklore and the Erie Canal. (Contains music) 1962 Selected Bibliography, Utica Public Library NON FICTION Chalmers, H. How The Irish Built The Erie. 1964. Condon, George E. Stars In The Water. Doubleday, 1974. Eaton, M., Five Years On The Erie Canal. Utica, 1843. Edmonds, W. D. Erie Canal: The Story of The Digging of Clinton's Ditch. Utica, 1960. Ellis, D. M. Rivalry Between The New York Central and The Erie Canal. 1947. Godfrey, Frank H. The Godfrey Letters (Capt. Godfrey tells about his days on the Canal). Canal Society of New York State, 1973. - Hulbert, A. B. Great American Canals. 1904, Vol. 2. Langdon, W. C., Everyday Things in American Life. 1941. Mayer, W. G., History of Transportation in the Mohawk Valley. 1914. - Merrill, A. Towpath, 1945. Whitford, N. E., Effects of the Erie Canal on New York History. 1925 FICTION: Drake, H. B., Country Salt. 1951. Edmonds, W. D., Chad Hanna. 1940. - Erie Water. 1933. - Mostly Canallers. 1934. - Rome Haul. 1929. - Wedding Journey. 1947	1. Written Unit Test. At least five (5) and no more than ten (10) objective test items will evaluate all students' knowledge of improvements in living conditions of Utica, past and present. 1. Mixed Media - Students' visual creations will be evaluated by outside, objective judges. 2. Written Unit Test - All students will write one paragraph stating his choice for most "successful lobbyist" and give reasons for choice. 2. Mixed-Media - Students will present debate for school community and be evaluated by impartial judges. 3. Written Unit Test. At least five (5) and no more than ten (10) objective test items will evaluate all students' knowledge of land form types of Mohawk Valley and obsticles overcome in construction. 3. Mixed Media - Students will present short skit for school community on obstacles overcome in construction of Erie Canal, and will be evaluated by audience on simple rating cards. 4. Written Unit Test - All students will write paragraph comparing and contrasting transportation facilities of Erie Canal Era with contemporary Utica. 4. Projects Under Valuing Experiences - Evaluation by teacher of pupils' interest and enthusiasm for work required for completion of projects. Evaluation by peers of each other's projects.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** MAN AND HIS PHYSICAL ENVIRONMENT **GRADE/AGE LEVEL** 6 **LENGTH OF UNIT** 4 Weeks Submitted by Lawrence Ventura & Effie Esposito Brandegee School	MAN & HIS PHYSICAL ENVIRONMENT A. Man's basic physical needs include food, clothing, and shelter. B. Tools useful for studying physical environment include globes, maps, graphs, and pictures. C. People within a group are interdependent upon each other. D. Modern man can learn about his environment from other groups, however primitive they may seem. E. Man uses myths as a belief.	A. 1 - The child will define in writing the effects of, or a lack of, food on his life. (Cognitive). 2 - The child will define in writing the effects of appropriate clothing in his environment. (Cognitive). 3 - The child will define in writing the effects of proper shelter in his environment. (Cognitive). B. 1 - The child will be able to locate New York State on a map of U.S. (Reasonal skill: Child has a sense of direction). (Cognitive) 2 - Child will be able to locate Canada on a map of North America. (Cognitive). 3 - Child will be able to locate and name state bordering N.Y.S. (Cognitive). 4 - The child will be able to name and locate the St. Lawrence, Mohawk and Hudson Rivers. (Cognitive). 5 - The child will be able to find on a map the equator, North Temperate Zone and Artic Circle. (Psychomotor). 6 - The child will be able to judge the natural environment of N.Y.S. 200 years ago. (Affective). C. 1 - The child will be able to identify one main role of the adult male, N.Y.S. Indian. (Cognitive) 2 - Given a choice of 3 roles of the adult Indian, the child will dramatize the role. (Psychomotor). 3 - The child will be able to identify one main role of the adult female. (Cognitive). 4 - The child will be able to illustrate the apparel worn by one member of the tribe. (Psychomotor). D. 1 - The child will identify the ecological problems that N.Y.S. faces today. (Ex.: Overkilling, water, air, pollution, land erosion, wildlife extinction). (cognitive). 2 - The child will compare and contrast our present ecological conditions with those of N.Y.S. Indians 100 years ago. (Cognitive). 3 - Given the necessary materials, the child will construct an Iroquois Indian long house. 4 - The child will define orally the physical construction of the long house. (Cognitive. 5 - The child will discuss long house living. (Affective). E. 1 - The child will identify one myth dealing with Iroquois Indian children. (Cognitive). 2 - From a list of 5 myths, the child will be able to select and define three. (Cognitive). 3 - The child will be able to write his or her reactions and feelings about 3 Iroquois Myths. (Affective) 4 - The child will choose two myths and illustrate the symbols relating to them. (Psychomotor).	A. 1 How do you feel when you go without food? 2 The class will go outside on a cold day without coats. (Briefly). 3 The class will go outside on a cold or rainy day. B. 1 The child will go to the proper maps and locate each of objectives 1 to 5. C. 1- Write a short paragraph describing environment of N.Y.S. 200 years ago. 1-List rolls of adult male N.Y.S. Indians. 2-Act out one role of adult N.Y.S. Indian. 3-Act out one role of female N.Y.S. Indian. Draw and label clothing worn by N.Y.S. male and female Indian. D. 1- List ecological problems faced by N.Y.S. today. 2-Write a paragraph comparing and contrasting the present ecological conditions with those of N.Y.S. 200 years ago. 3-Construct an Iroquois Indian Long house. 4-Display and discuss the physical construction of the long house. Prepare an oral report on longhouse living. Writing a paragraph describing one myth. Define three myths. Describe orally 3 Iroquois myths. Draw 3 symbols relative to each myth chosen.	1 - Language Arts Spelling. English. Oral communication. 2 - Social Studies. 3 - Geography. 4 - Ecology. 5 - Art. 6 - Music. 7 - Physical Education.	I. Need for choice A. Given a choice of living in N.Y.S. now or at the time of Iroquois habitation, the child will make a choice. II. Alternatives: A. Today. 1 - Medical facilities. 2 - Technical advancement. a. Plumbing, (b) heating, (c) refrigeration, (d) shopping, (e) entertainment, e.g., T.V., books. B. Indian Habitation. 1 - Natural environment. 2-No schools. 3-No overcrowding. 4-Contained family. 5-Definitive roles and interdependence of family members. 6-Decreased social pressure. III. Consequences. A. Today. 1-Over crowding. 2-Personal pressures. 3-Personal image and roles. 4-Job decisions. 5-Economic problems. 6-Discrimination. B. Indian Habitation. 1-Accessible food. 2-Community sharing of resources. 3-Family groups are large and stay together. (a) Grandparents are an essential asset. IV. Internalization A. The child will give his choice to the group - giving reasons. 1 The group will respond with positive and/or negative criticism. 2-The child will try to defend his position. V. Re-evaluation: A. The child will make his final decision of choice after weighing results of the discussion.	Books: 1-Story of The Iroquois. 2-Little Runner of The Longhouse. 3-Indians of The Longhouse. Filmstrips: 1-Indians of Northeastern Woodlands. 2-The Iroquois - People of The Longhouse. 3-How the Indians Lived. Junior Museum: 1-Tour. 2-Speaker. Mid-York Library: 1-Film. Speakers: 1-Iroquois Indian. Book - Magazine, ed.: 1-Story of The Iroquois., Putnam. 2. Little Runner of The Longhouse, Baker, Betty Harper, 1962. 3-Indians of The Longhouse. Bleecker, Sonia Marrow. 1950.	A. 1 Write a short paragraph describing the effects of lack of food. 2 - Write a short paragraph describing the effects of appropriate clothing. 3 - Write a short paragraph about the effects of proper shelter in your environment. B. 1- Given a U.S. map, the child will locate N.Y.S. with 100% accuracy. 2 - Given a map of North America, the child will locate Canada with 100% accuracy. 3 - Given a U.S. map with North America, the child will locate bordering territories of N.Y.S. with 100% accuracy. 4 - Given a map of North America, the child will be able to locate St. Lawrence, Mohawk, and Hudson Rivers with 100% accuracy. 5 - Given a World map, the child will locate the equator and North temperate zone with 100% accuracy. 6 - Describe in a paragraph the environment of N.Y.S. 200 years ago. C. 1- List at least 3 main roles of the adult male N.Y.S. Indian with 100% accuracy. 2 - The child will act out one main role of the adult Indian. 3 - List at least 3 main roles of the adult female N.Y.S. indian with 100% accuracy. 4 - Illustrate on paper the apparel worn by one member of the N.Y.S. Indian. D. 1 - List at least 3 ecological problems that N.Y.S. faces today with 95% accuracy. 2 - Compare and contrast our present ecological conditions with those of N.Y.S. Indians of 200 years ago, with 95% accuracy. 3 - Given necessary material, construct am Iroquois Indian Longhouse. 4 - In an oral report, what is the physical construction of the Longhouse? - with 100% accuracy. 5 - Discuss what longhouse living was like with 95% accuracy. E. 1 - List and describe one myth dealing with Iroqucis children with 95% accuracy. 2 - List and describe 3 myths of the Iroquois Indians with 95% accuracy. 3 - Describe your reactions and feelings in writing about 3 Iroquois Myths with 95% accuracy. 4 - On a piece of drawing paper, illustrate the symbols of two myths and the relationship to the myth.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC MODERN MAN IN ASIA; JAPAN GRADE/AGE LEVEL 6th Grade 10 - 12 LENGTH OF UNIT 3 Weeks Submitted by: Karen Townsend Rosemary Mastroianni Wetmore School Virginia Klinge Jefferson School	MAN IN HIS PHYSICAL ENVIRONMENT Japan is a small island nation with little farm land, a large population, and a stable economy. Japan's isolation from the West ended in 1854, when it signed trade agreements with the United States Concept #3: Since W.W. II, Japan's people have rebuilt their industrial strength and established themselves as a major industrial nation in the present economic world.	1. Given a list of farm products, the children will be able to explain why rice, tea, and silk are the main farm products to 75% accuracy. (Cognitive). 2 - Given a world map and various statistics, the children will shade and label areas of high population density to 75% accuracy. (Cognitive) 3 - Given a list of products, the children will identify them as either imports or exports to 75% accuracy (Cognitive). 4 - Given materials and visual aids, the children will construct a model of a terraced hillside used for farming. (Psychomotor) 5 - Given materials and directions, the children will construct a cornstarch map indicating locations of highly industrial cities of Japan. (Psychomotor). 6 - Children will bring to display any products from home that were made in Japan. Cheap items from the 5 - 10¢ store may also be purchased. (Psychomotor) 7 - If you were Japanese, would you prefer to earn a living as a farmer, fisherman, or a factory worker? (Affective). 8 - Would agree or disagree that Japan's greatest natural resource is its people. Explain. (Affective). 1- (Psychomotor) Given materials, students will choose to construct a model, diorama, collage or picture of a Japanese shogun. 2 - (Cognitive) Given this question, students will answer in essay form giving at least 2 reasons for each. "Japan was isolated or closed off, from the rest of the world for more than two hundred years. How did isolation help the Japanese? How was it harmful to them?" 3 - (Cognitive) Given question, "What was the meaning of the Japanese reformers' motto: 'Knowledge should be sought throughout the world'?" Pupils will answer in essay form to 75% accuracy. 4 - (Affective) Given this question, students will state their opinion. "Do you think that any major country today could successfully follow a policy of isolation?" 5 - (Psychomotor) Have a group of students act out Commodore Perry's first meeting with the Japanese in 1853. Require students to do further research in order to present a factual skit. Affective: 1 - Pupils will be able to list 4 reasons why Japan has emerged as the greatest industrial nation of Asia. 2 - Pupils will be able to describe at least 4 innate characheristics of the Japanese that have made it possible for them to achieve their high place in today's economic world. 3 - Pupils will be able to give evidence of Japan's expansion of her industrial might to other parts of the world. 4 - Pupils will be able to list 4 serious problems facing Japan today in her struggle to hold her high place in today's economic world	1 - Read information regarding farm products and leading farm products. 2 - Read information and examine world population distribution map. 2 - Study population map of the Eastern Hemisphere. 3 - Read information regarding imports and exports. 3 - Study map and key of imported and exported products. 4 - Having been introduced to terraced farming, the children may refer back to their text for a description, picture, and diagram of such a farming method. 4 - Using a reference book, the children may view pictures of terraced Japanese hillsides. 5 - Children will use a map for needed information. 5 - Children will study a map and its key for further statistics. 6 - A class discussion on various Japanese products sold in the United States and give the children ideas. 7 - The children will view filmstrips to help children to decide. 7 - The children will read materials to provide reasons for their choice. 8 - The impressions needed to answer this can be taken from reading text material. 8 - Reading information from reference material will provide suggestions. 8 - Information from periodicals will be helpful. 1-(a) Pupils will demonstrate and explain their finished products to the class. (b) Classroom discussion of Japanese shoguns. 2-(a) Pupils will read section of chapter in text dealing with Japan's period of isolation. (b) Classroom questions and discussion on Japan's cultural revolution and subsequent period of isolation. (c) Have pupils research and report on question: "How does history help to explain why Japan is a stable prosperous country?" Have one group find and report answer to question: "How does a study of Japan's history help to explain why most Japanese feel that they should work together for the nation's good?" Have another group of pupils use question: "How does a study of Japan's history help to explain ~~why~~ most Japanese have the skills and opportunities they need to earn a comfortable living?" (d) View filmstrip "Japan's Cultural Heritage"	ART: 1 - Construction of a terraced hillside used for farming. 2 - Construction of a cornstarch map indicating locations of highly developed industrial areas. MATH: 1 - Interpretation of various tables, graphs and charts. ENGLISH: 1 - The affective objectives cannot be effectively presented without language arts background of grammar, sentence structure, paragraphing, etc. 1 - ARTS & CRAFTS: Creating model, diorama, etc. LANGUAGE ARTS: Student will demonstrate and explain finished product. 2 - READING - Any of the research reading can be used for telling main ideas, recall of facts, inferring ideas, etc. STUDY SKILLS: 3 - ENGLISH - Students must know how to organize essay answer. 4 - Debate - Language Arts. 5 - Creative Drama: Role play Commodore Perry's landing. LANGUAGE ARTS: Activities or learning experiences # 5, 7, 8, 11, 14, 16, 12 SCIENCE & HEALTH: # 6, 15, 14. MATH: #9, 11, 2. GEOGRAPHY & HISTORY: #3, 7, 9 MUSIC AND ART: #14 f, g, h, 17. COMMUNITY RESOURCES: #4, 11.	I. Need for choice If you were Japanese how would you like to earn a living? II. Alternatives. (a) Farmer (b) Factory Worker. (c) Fisherman. III. Consequences. (a) Lack of water. (b) No money to buy farm machinery. (c) Does not like getting up in the morning. (d) Unable to travel as a farmer. (e) Land may not be arable. (f) Only a seasonal job. (g) Does not like working with machinery. (h) Does not like being confined to one room or building. (i) Does not like doing the same work every day. (j) No room for advancement. (k) Not my own boss. (l) Working with too many people. (m) Does not like sailing. (n) Afraid of getting seasick. (o) Afraid of water. (p) Cannot swim. (q) Will be at sea for long periods of time. (r) Works all year round. IV. Criteria for choice. (a) Am I doing what I like? (b) Can I do this job well? (c) Will I be able to improve my status? (d) Does this job have prestige? (e) Will there always be a need for this job? V. Internalization. Hold small group sessions during which time all children taking the same choice exchange ideas and provide additional suggestions for one another.	1. Silver Burdett's Man And Change, pg. 145, 146. 2. Fideler's Japan, pg. 104, 105, Fideler Co., 1967. 2. Follett's Regions of the Eastern Hemisphere, pg. 16. 1971 3. Fideler, pg. 60, 92, Fideler Co., 1967 3. Follet, pg. 348, Follett Educational Corp., 1971. 4. Follett, pg. 337, Follett Educational Co., 1971. 4. Fideler, pg. 21, 66, Fideler Co., 1967. 5. Silver Burdett, pg. 158. 5. Fideler, pg. 87. Fideler Co., 1967. 6. Children will use their own resources. 7. Filmstrips: 1-Japanese Industries: Old and New (BFA Company). 2-Geography of Japan. 3-Japanese workshops and factories. 4-A farm village in Japan. 5-Japanese fishermen. 7. Fideler, chap. 7, 8, 9 8. Follett; chap. 16. 8. Fideler; chap. 6 8. National Geographic, July 1971; Japanese "Pearl Divers" March 1974, "Those Successful Japanese". Text: "Yokl, et al. "Exploring Regions of the Eastern Hemisphere", Follett, 1969. Edelman, Lily, "Japan in Story and Pictures" Harcourt Brace, 1953. Gaother, Marion, et al "Understanding Japan" Reynolds, Robert L. "Commodore Perry in Japan" Harper Row 1963.	Essay: Considering that Japan is a small island nation with little farmland, a large population, and a stable economy based on industry, explain in detail why the sea and Japan's people are its most valuable resources. Then of the two - the sea or the Japanese people - explain which is the more valuable; or justify that the two are interdependent. Activity 1 - Finished product (model, diorama, collage, picture). Activity 2 - Grade on essay question. Activity 3 - Grade on essay question. Activity 4 - Participation in debate graded. Activity 5 Role-playing or dramatization.

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

MODERN MAN
IN
ASIA:
JAPAN

GRADE/AGE LEVEL

6th Grade
10 - 12

LENGTH OF UNIT

3 Weeks

Submitted by:

Karen Townsend,
Rosemary
Mastroianni.
Wetmore School

Virginia Klinge
Jefferson
School

OBJECTIVES (AFFECTIVE COGNITIVE SENSORY, PSYCHOMOTOR)

Cognitive:

1 - Pupils will trace rebuilding of Japan since W W II by noting assistance from other peoples as well as through their own perseverance to 80% accuracy

2 - Pupils will trace rebuilding of Japan's post-war industry by comparing its growth to that of West Germany (previously studied) to 80% accuracy.

Reasoning Skill - Sense of Direction.

3 - Pupils will be able to list and locate, on an outline map of Japan, her 4 largest industrial cities, to 75% accuracy.

4 - Pupils will be able to list 4 types of industry in which Japan leads the world to 75% accuracy

5 - Pupils will be able to list sources of raw materials needed for Japan's 4 leading industries, and locate these sources on an outline map of the world, to 75% accuracy.

6 - Pupils will be able to list 6 products made by the Japanese and sold to other nations to 68% accuracy.

7 - Pupils will be able to list 6 customers of the Japanese and the products each buys to 68% accuracy

Psychomotor

1 - Pupils will role play situations illustrating home, work, and social life of Japanese workers of the 1970's.

2 - Pupils will be exposed to Japanese art and culture and its status in modern Japan.

3 - Pupils will seek information (through letter-writing, current reading, and media contact) of the quality of and reasons for Japanese success in selling their products round the world.

4 - Pupils will explore the extent of and success of Japanese imports to the Utica area.

5 - Pupils will ascertain by comparison of raw materials, workmanship, and efficiency of Japanese and American products.

LEARNING EXPERIENCES

3 (a) Discuss role of government reformers in Japan.
(b) Discussion of Motto "Knowledge shall be sought throughout the world".

4. (a) Class debate between 2 teams on question "Do you think that any major country today could successfully follow a policy of isolation?"

5. Research and class discussion of Commodore Perry.

1 - From earlier phases of unit, pupils will be able to list those characteristics of work ethic, pride in performance, dedication which have made Japanese workmen a superior performer.

2 - Pupils will make graphs and charts showing occupations other than farming that the Japanese engage in.

3 - Pupils will use maps to indicate that Japan's geography made it imperative for her to expand as an industrial nation in order to care for her dense population.

4 - Films and filmstrips will illustrate kinds of manufacturing carried on in Japan.

5 - Reports on Tokyo, Kobi, Osaka and Yokohama will be given to indicate their industrial importance.

6 - Pupils will list industrial and environmental problems of modern Japan and note their similarity to our own problems.

7 - Committee will report on Japan's rebuilding after W W II, and assistance given by U S and Soviet Union.

8 - Committee will research, report, and compare rebuilding of Japanese and West Germany industrially and how this has also promoted world understanding.

9 - Pupils will indicate on outline maps of the world
   (a) Sources of Japanese imports.
   (b) Trading centers of Japanese commerce
   (c) Key trade routes of Japanese
   (d) Sites of Japanese industrial expansion in other lands.

10 - Pupils will construct graphs to show value of (a) and (b) in # 9.

11 - Through interviews with local merchants pupils will be able to identify extent of Japanese-American trade within our own area. Ex: Datsun and Toyota car dealers could be interviewed - these could be taped or the individual could visit our class.

12 - Quality of Japanese goods and American made goods could be presented by pupils role-playing American and Japanese sales representatives.

13 - Japanese exchange students at area schools or Japanese college students could be invited to talk to the class to describe why they chose an American institution for furthering their training.

14 - Pupils could emulate a day of relaxation in the life of a Japanese worker by
   (a) Hiking and bird watching.
   (b) Photographing flower blooms or other plants.
   (c) Bicycling to collect driftwood, fossils, plants.
   (d) Presenting a play in traditional Japanese (Kaluke) fashion.
   (e) Writing haiku to show pride (or disillusionment) in their worker's role.
   (f) Listening to Japanese music
   (g) Attempting to make a simple Japanese musical instrument and writing an original tune in the minor key note f & g would require help from music department
   (h) Silk screen printing.

15 - Pupils will show by magazine and news clippings that problems of pollution of the air, scarcity of scrap metal used in much of Japan's industry, dwindling supplies of fish present many of the environmental problems and economic problems we face in our own country.
   (a) Foods of average Japanese family will be recalled from earlier phases of the unit
   (b) Care and frugality of Japanese mother's food preparation will also be recalled and contrasted with our less frugal patterns.

16 - Pupils could have a tea ceremony honoring some of Japan's customers (American, German, Arabian, Argentinean and Chinese, to show need for international cooperation for economic survival in the modern world. (Role playing and Language Arts correlation again).

VALUING EXPERIENCES

Then mix up the groups so that children making different choices will question the choices of others.

VI. Re-evaluation.

Hold other sessions, grouping children in different groups and noting whether or not the child maintains his original choice.

1 - Pupils will be given sites in the world for Japanese trade expansion and select 3 out of 4 as suitable and

2 - Pupils will be given a list of 6 requirements sought by commercial nations when they expand. They will select those which are met by their choices in # 1.

3 - Pupils will compare the life of a Japanese 12 year old with their own and justify why they feel that one is better than the other.

4 - Children will justify (or object) to purchasing Japanese goods when similar goods made in America could be purchased.

5 - Pupils will defend their feelings as to whether a Japanese boy of today and an American boy can look forward to peaceful co-existence in the years ahead.

RESOURCES & MATERIALS

Kuhn, Ferdinand, "Commodore Perry and The Opening of Japan"

Pitts, Forrest R., "Japan".

Filmstrip BFA
"Japanese Cultural Heritage"

Art Department, clay, wire, paper, paints, etc.

Books or Texts:

1. Fideler, Forrest R., Life In Other Lands: Japan, Fideler Pub. 1967.
2. Follett, Ahlschwede, Exploring the Old World (see excellent bibliography, p. 363) Follett Pub., 1969.
3. Laidlaw: The Social Studies and Our World, Laidlaw Co. 1970.
4. Ginn: Dawson, Trep, Adams, Your World and Mine, Ginn & Co., Pub., 1965.
5. Godden, R. Miss Happiness and Miss Flower, Viking Press, 1961
6. Fraiser, D., Discovering Our World's History, Amer. Bk. Co., 1964.
7. Keene, D. Living in Japan Viking Press, 1964
8. Sanson, G.B., A Short Cultural History, Viking Press, 1964
9. Wagner, R., Put Democracy to Work., Abelard, 1969.
10. Matsumo, M., Taro and Tofu, World Pub. Co., Cleveland, 1962.

Encyclopedia:

1 - World Book. 2 - Britannica Jr. 3 - Science Encyclopedia (Rice, Kelp, Shellfish).

Magazines & Newspapers:

1-Time. 2-Newsweek. 3-National Geographic. 4-New York Times.
5-National Observer. 6-Local papers.

Films & Filmstrips:

1 - Japan Miracle in Asia.
2 - An Island Nation: Japan (These can be obtained from Utica Film Exchange).
3 - City Life in Japan (NH) (Color)
4 - Japanese Workshops and Factories (EBF) (Color)
5 - Living in Japan (SVE) (Color)
6 - Japanese Fishermen (EBF) (Can be borrowed from Washington school)

Community Resources:

1 Utica College, Kirkland College, Hamilton College, speaker's service
2. Clemente Novelties 509 Mohawk St Utica N Y
3 Third World Market Place 24B Kellogg Rd New Hartford N Y
4 Carbone Pontiac Inc. Comm'l Dr Yorkville (Subaru sales)
5 Hoff Toyota Inc. 1025 Oriskany Blvd W 1
6 Speakers' Service from GAFB might be able to arrange visits from Japanese wives of men stationed there.

SUBJECT AREA	CONCEPTS GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC INTERDISCIPLINARY MAN AT WORK GRADE/AGE LEVEL 6th Grade LENGTH OF UNIT 2-3 Weeks SUB-TOPIC: HOW EARLY MAN LIVED & EARNED (a) Relationship between environment and work. (b) Relationship between tools and work. (c) Relationship between art and work. (d) Individuals and laws. Submitted by: Felix Aquino Seymour School	MAN AT WORK A. Work is intricately connected to man s concept to survice; therefor the need to work to produce the food, tools and materials he needs. 2. The types of work man does is related to his environment - location, weather, altitude, etc. B. 1- Tools are necessary for man to work. Man s progress was dependent upon his ability to invent the tools he needed. 2- Hands are probably the most perfect and useful machine for creating. C. 1- Art is also a form of work as well as a source of creativity. 2- The art of early man was used to communicate ideas and to make the tools needed for survival. D. 1- Man could not survive by working alone. He needs others. This need is the center of the development of the family. 2- The growth of man and families and more complex work systems is related to the development of laws.	A-1 Each student will be able to list five ways in which their needs are similar to those of early man *Relational Reasoning. A-2 Each student will be able to discuss orally the relationship between the environment of early man and the ways in which he provided for his need to survive. *Relational Reasoning. Each student will be able to discuss in a short composition the relationship between his environment, and the kinds of work found in his community. *Relational Implicational. B-1 Given a time line and a picture list of tools, each student will be able to place the tools in proper order of sequence in development. *Sequential Reasoning. Each student will list at least 10 tools they have to work with that early man did not have. *Comparison Inferential. B-2 Each student will be able to list at least 10 ways that they use their hands for work, creating and communicating. *Inferential: Implicational. C-1 Each student will be able to give a verbal description of an artist and their work as a means of survival. Relational. C-2 Each student, working in a small group with 4 other students, will create, develop and explain and use their own symbolic language system. Inferential. Spatial-Implicational. D-1 Each student will be able to discuss at least seven aspects of family life that are similar to those of early man and 7 that are different. Relational-Inferential. D-2 Each student will participate in a small group that will present at least 5 reasons for laws for themselves in their classroom. Implicational Reasoning.	Class readings and independent research. Class readings, discussions. Independent research Independent research and field study of local industry Independent research. Small group discussions Independent research. Class discussion of art as work. (Guest lecturer). Class discussion, pictures and filmstrips of early pictorial language systems. Independent study. Film if available. Presentation on laws. Readings on early man and the development of laws.	A. Demonstrates understanding of time space self relationship, incorporating reading comprehension skills, skill with oral and written expression, critical thinking, form and composition, formulation of ideas. B. Uses source material to obtain data; developing awareness non-verbal communications. (Social Studies, English, Language Arts, Art). C. Developing abstract thinking skills; fundamentals of communications and language, creative art skills and art history. D. Exposition of ideas, skills of communication, writing skills, critical reasoning - logic.	Laws and Our Classroom Setting We have seen in the study of our unit on early man and his work that from earliest times man had to establish laws to protect his individual freedom and help the group and himself survive. In our classroom we also have individual learning needs and as a group of people we all want to learn so that we can be useful productive people. 1. Each student will list his personal learning goals. 2. Using the consensus model the class will agree on a set of common goals and purposes. 3. Each student will suggest alternatives for student and class climate and behavior. 4. Each student will generate the consequences of each alternative. 5. Each student will choose the alternative best suited to meet his personal goals. 6. Using the consensus model the students will choose the best alternatives to reach his goals. 7. Each student will internalize the need to develop laws and abide by them in order to help him reach his goals. 8. During the consensus process, each student will demonstrate flexibility to evaluate his position in light of new information presented by his classmates. 9. The class will publish and publicly affirm their laws.	Resources and materials depend on teacher creativity and ingenuity.	Performance is evaluated as designated in the behavioral objectives.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE COGNITIVE SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** SURVIVAL IN THE WORLD OF EARLY MAN **GRADE/AGE LEVEL** 6 **LENGTH OF UNIT** 3 Weeks Submitted by William McGlynn Seymour School	MAN IN HIS PHYSICAL ENVIRONMENT 1 Survival depends to as well as control of one s environment MAN & HIS COMMUNITY 2. The make up of a tribe or village is determined in large part by its individual member types MAN & HIS INTIMATES 3 Individual members of a tribe or village depend each, on one another for survival of the group as a whole	1 At the finish of the unit the students should be able to list the fundamental requirements necessary to survival in the world of "Early Man" such as the needed requirements for food clothing and shelter (Cognitive) 2. In meeting the necessary requirements to survival "Early Man" developed different ways of life such as "Man the Hunter" Man the Herdsman", and "Man the Farmer" The individual class students should choose which one of these ways each thinks was best suited to fulfill, "Early Man s" requirements for survival,and be able to defend, from the study of the unit, his choice (Affective). 3 After having chosen which way of life they think was best suited to meet the necessary requirements to survival in the world of, "Early Man" the class students will then make dioramas showing a scene from the way of life chosen, that is, "Early Man The Hunter", "Early Man The Herdsman" or "Early Man The Farmer", in which the various members are depicted as each contributing in his own specialized way, to the survival of the family or tribe as a whole in fulfilling the necessary requirements for such things, as food clothing, and shelter. (Sensory psychomotor) 4 From the accounts of the three man ways "Early Man", lived "Man The Hunter", "Man The Herdsman", and "Man The Farmer" the students should decide on which particular activities from each of life, were most important to the survival of the tribe or village groups, and be able to tell their reasons for their selection of those activities to be most important to the group's survival. (Affective) 5. Also from the accounts of the 3 main ways of life of "Early Man", "Man The Hunter", "Man The Herdsman" and "Man The Farmer", the students should relate what threats to survival each way of life was faced with and tell what means they think "Man", in each case, used to defend himself against those threats to survival. (Cognitive and affective).	Experience 1 Question to the class by the teacher In this unit we are learning about how, "Early Man" lived Could present day man survive under such conditions? Background statements continuing to the class by the teacher During the summer of 1960 a writer his wife two daughters aged twelve and fifteen, and a son of eight decided to try They would go to a remote mountain area to see whether they could live there for six weeks They would find their own food and live in the open The family took with them an axe some salt, rope pocket knives and a rifle The rifle was to be used only in self defense In less than two weeks the family returned home The students are to write reports telling why they think the family came back so soon based on the theory that The family came back so soon because it failed to adequately obtain one or more of the fundamental requirements for survival namely food clothing or shelter The students are to proceed in their written reports to explain in what way they believe failure occurred Later on the written reports will be reviewed orally in a class discussion to determine what degree of consensus can be arrived at for the reasons for the failure of the family to meet the requirements for survival Emphasis should be placed on the methods, "Early Man" would have used to survive Experience 2 Statement to the class by the teacher: Pretend that you are a cave artist Draw or paint animals of the present day. Put the drawings together to form a continuous picture Experience 3 - Write about a day in the life of a Stone Age man or woman. Tell the important events that might have happened. Experience 4 - Put these periods, showing man's progress, in the right time order: Swiss lake dwellers, first farmers, first men to use fire, first men to use pottery, first men to make flint weapons and tools. Experience 5 - The students are to make folders on the weapons used by the different "Early Men", to defend themselves, making a drawing of each kind of weapon and to give a report on how each weapon was used for protection against threats to survival.	1 Art The pupils are to build, by hand with construction paper models of the different kinds of weapons used by Early Man" for protection as well as a report on how each weapon was best adapted to protect, Early Man" in his struggle against threats to his survival Art The students are to construct from scrap materials from home models of the various utensils and tools used for survival in the life of "Early Man and to make a report on how each utensil or tool was best designed to help Early Man" in his struggle for survival Art The class will make a wall painting on brown wrapping type paper showing those various ways in which "Early Man" lived and survived namely "Man The Hunter, Man The Herdsman and as Man The Farmer" Reading The reading done by the students in their research work for the unit can be used for the teaching of reading comprehension skills such as finding main ideas recall of facts or making inferences	The pupils are to choose which weapon they think was most useful to help "Early Man", to protect himself in his struggle for survival and to be able to defend the reasons for his choice The students are to make a choice of what they think were the three most useful utensils or tools used by "Early Man" to survive and to make a report giving the reasons for their choices The pupils are to make a choice between (1) Survival in the world of "Early Man (2) Survival in the world of "Present Day Man" telling in writing: and later on in oral discussion, which world if they could choose to live in it, they think they would be happier in and the reasons for their choice	1 Geography textbook "Living in the Old World" Macmillan 2 World Book Encyclopedia Set 3 Boy and Girl Scout Manuals sections on survival in the wilderness 4 "Millions of Years Ago", Prehistoric Life in North America by Margaret Colbert 5 "The Cave Hunters" by William Scheele "New Stone Age" filmstrip SVE "Old Stone Age" filmstrip SVE "Primitive Tools" film strip Shoe boxes from shopping center for dioramas	The students at the end of the unit should be able to list the requirements for survival in the world of "Early Man" and to be able to write a composition and evaluation on how "Early Man" in the different ways of life as "Man the Hunter Man the Herdsman and Man the Farmer" went about fulfilling the requirements for survival in each of these different cultures of living

Experience 6 - In addition, the pupils are to make folders with drawings of the various kinds of utensils and tools "Early Man", used in his different ways of life, along with a report on how each particular utensil or tool was best suited and used to help "Early Man", to survive.

Experience 7 - The students will be shown films and filmstrips regarding the above listed activities.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **MAN IN THE MIDDLE AGES (EARLY 400-800 A.D.). (FEUDAL 900-1100 A.D.). (LATE 1200 - 1400 A.D.).** **GRADE/AGE LEVEL** **6th GRADE 11-12 YEARS** **LENGTH OF UNIT** **6 WEEKS**	1 - The manor house greatly limited and conditioned man and his physical environment. (Strand 4 - Physical Environment) 2 - The medieval town presented man with a physical community conducive to growth and change. (Strand 3 - Community). 3 - The relationship between serf and lord supported the feudal system and its idea of inferior and superior people. (Strand 2 - Intimates). 4 - The relationship between kings and popes led to the weakening of the feudal system and stronger individualism. (Strand 1 - Self-Image). 5 - Man at work in the fields led to the observations and experimentations that produced the agricultural revolution. (Strand 5 - Man at Work). 6 - Man at play with medieval games such as chess and playing cards revealed his aspirations and fears (Strand 6 - Man at Play). 7 - Man in conflict revealed the medieval concern with survival through defensive self-protection (arms and armor) (Strand 8 - Man in Conflict).	1 - All students will list three physical limitations of medieval housing. (Cognitive). 2 - All students will contrast three points of physical difference between contemporary community (i.e. their own), and medieval one. (Cognitive). 3 - All students will be assigned a role in medieval social hierarchy with speech, actions and rights assumed accordingly for period of two days in classroom situation. (Affective). 4 - All students will design and draw their own individual coat of arms (shield) including symbols for their fathers' occupation, their first and last names, and their life's goal. (Psychomotor). 5 - All students will transplant young bean plants to individual shoe box planters containing specially depleted soils. (Psychomotor). 6 - All students will learn basic elements of chess and/or card game. (Cognitive-Psychomotor). 7 - All students will be able to identify five weapons or types of armor used in Middle Ages. (Cognitive).	1 - All students will view filmstrip, "Life in a Medieval Castle" All students will discuss "Studying a Feudal Society," in Exploring Eastern Hemisphere, pp. 139-143, and "Knights & Castles" in World History Study Lessons, Unit I. 2 - All students will view filmstrip, "Life in a Medieval Village." All students will discuss, Exploring... pp. 154-175, and pp. 68-73 in World Hist. Unit I. 3 - All students will view film, "Camelot." 4 - All students will do research in individual reference books (family bible) or interview family members for necessary information to design shield. 5 - All students will tour Utica College's Botany Department, observe demonstration on successful transplanting, listen to lecture on various plant experiments in laboratory. 6 - All students will play and keep record of results for ten games of chess at boards set up in back of classroom. 7 - All students will view display and listen to lecture on Arms and Armor at Junior Museum, Oneida Street, Utica, N.Y.	1 - One day field trip to Manor House, Rt 5, St. Johnsville, N.Y. - or Fort Ontario, Oswego, N.Y. - or The Cloisters, Henry Hudson Parkway, N.Y., N.Y. (Cross-reference with art and architecture). 2 - Demonstrate how to take notes effectively on filmstrips while viewing, how to write two paragraphs of contrast.)Cross-reference with language arts and English). 3 - Listen to record album of sound tract. from play or film of "Camelot." (Cross-reference with music). 4 - Study carefully famous reproductions of medieval shields. (Cross-reference with art). 5 - Review five steps of scientific method in Science text, Brandwein, et el. "Concepts in Science." New York: Harcourt Brace & World, Inc., 1966. (Cross-reference with Science. 6 - Make individual graph showing results of ten games of chess also class graph to find champion. (Cross-reference with Arithmetic). 7 - Demonstrate how to take notes effectively at lectures, how to make quick sketch to improve notes. (Cross-reference with English and art).	1 - The student will indicate his need for choices by asking for a teacher-prepared list of Town Faire Projects. 2 - The student will identify and select from the list of project choices at least two and no more than four possible projects to complete within the first three weeks of the unit. 3 - The student will express his preference for alternative projects by rating them in an 1, 2, 3, 4 order. The student will use criteria (i.e. interest, previous knowledge and experience, availability of materials, personal resources/parents.) 4 - The student will indicate to the teacher in writing before Christmas recess, his final single choice for the Town Faire. 5 - Some students may need to defend their choices in case of duplicate choices by other students or change choice by suggesting their own alternative projects, as a result of new data. 6 - The student will re-evaluate his choice during the first week in January in order to observe if the project choices are working successfully or if there is a need to incorporate new data to make a new choice in time for Town Faire.	Cahill, et al. "Exploring Regions of the Eastern Hemisphere." Chicago: Follett Corp., 1969. Abramowitz, Jack. World History Study Lessons. Chicago: Follett Corp., 1966). 1 - "Life in a Medieval Castle." McGaw Hill captioned filmstrips. 1 - Boardman, Fon W. Jr. "Castles." Duggan, Alfred. The Castle Book. Treece, H. "True Book About Castles." 2 - "Life in a Medieval Village," McGraw Hill captioned filmstrips. 2 - Black, I.S. Castle, Abbey and Town "How People Lived in the Middle Ages." Buehr, Walter. "When Towns had Walls." Neurath, Marie. "They Lived Like This in Chaucer's England." Williams, J. "Life In The Middle Ages." 3 - Platina's "Virtuous Enjoyment and Good Health" cookbook (printed in Venice, 1475), in the Pepperidge Farm Cookbook, New York: Grossett & Dunlap. 1963, pp. 289-315. 4 - Leeming, Joseph. "The Costume Book for Parties and Plays." 4 - PLAYS The Drama Magazine for Young People. (Available in Children's Department of Utica Public Library. 5 - Botany Dept., Utica College, Utica, N.Y. 6 - Reid & Sheldon, Genesee Street, Utica, N.Y. (Loan of antique reproductions of chess sets and playing cards. 6 - Utica Chess Club, Utica, N.Y. (Sample classroom demonstration.) 6 - Kidder, Harvey, "Illustrated Chess for Children." Leeming, J. "First Book of Chess." Reinfeld, F. "Chess For Children." Reinfeld, F. "Chess is an Easy Game." 7 - Glubok, Shirley. "Knights in Armor." Morrison, Sean. Armor. Jackson, Genevieve V. "Animals and Men in Armor." Oakeshott, R. Ewart. "Knight and His Armour." Oakeshott, R. Ewart. "Knight and his Weapons." Peterson, Harold L. "A History of Body Armor."	1 - Written Unit Test - At least five (5) and no more than ten (10) objective test items will evaluate all students' knowledge of physical limitations of medieval housing. 1 - Mixed-Media - Three student builders will be evaluated by Fair Judges (a) reports - oral & written (b) answering judges' questions (c) project & display. 2 - Written Unit Test - All students will write two paragraphs stating preference for living in contemporary or medieval community and why. Must prove choice by including four points of contrast. 2 - Mixed-Media - Three student builders will be evaluated by Fair judges: (a) reports - oral & written (b) answering judges' questions: (c) project & display. 3 - All students will write dialogue of conversation between two different types of medieval social order to reveal their station in life. 3 - Mixed-Media - Four student chefs will be evaluated by Fair judges: (a) reports - oral, recipes - written (b) answering judges' question: (c) sample tasting. Two student builders will be evaluated by judges (a) reports - oral & written (b) answering judges' questions (c) booth design. 4 - Written Unit Test - All students will draw either their own individual coat of arms or one that they studied and liked especially well. 4 - Mixed-Media - Ten student Thespians will be evaluated by audience on simple rating cards. 5 - Written Unit Test - All students will describe plant-soil experiment by filling in pertinent information under five steps of scientific method 5 - Mixed-Media - Three student scientists will be judged on (a) oral and written report (b) adherence to scientific method (c) answering judges' questions. 6 - Written Unit Test - All students will indicate moves (on reproduced ditto - sheet board), of four chessmen. 6 - Mixed-Media - Two student chess players will be evaluated by judges: (a) oral and written reports (b) answering judges' questions (c) effectiveness of display. (One of displayed chess sets to be awarded to class chess champion.)

(CONTINUED)

SUBJECT AREA	EVALUATION
SOCIAL STUDIES	7 - Written Unit Test - All students will sketch one piece of armor or arms and briefly describe its use.
UNIT TOPIC MAN IN THE MIDDLE AGES (EARLY 400-800 A.D.) (FEUDAL 900-1100 A.D.) (LATE 1200-1400 A.D.)	7 - Mixed-Media - Two student knights will be evaluated by judges: (a) oral and written report (b) answering judges' questions (c) effectiveness of display.
GRADE/AGE LEVEL 6th GRADE 11-12 YEARS	
LENGTH OF UNIT 6 WEEKS	
(CONTINUED)	

OPALKA - UNIT STUDY - MAN IN THE MIDDLE AGES - GRADE SIX

ADDENDUM

This unit on the Middle Ages would be taught most advantageously for a six-week period, beginning with the first of December and culminating with the Medieval Town Faire during the last week of January. This scheduling would allow for three weeks of classroom work and presentation before the Christmas vacation which, in turn, would afford the necessary leisure time for work on unit craft projects for the Faire. The long uninterrupted month of January would be excellent for completing and perfecting study and work, with the scheduled "Faire" a welcome interruption in the long, mid-winter stretch of school. The Faire would also be excellent preparation for Junior High individual study-type projects and any annual spring fairs, such as the Science Fair of 4H Fair.

The evaluation process is in two parts - the more formal written unit test, teacher prepared, is to be administered to all students at the end of the unit of study. The Town Faire allows for a less traditional means of evaluation and encourages a variety of responses from the students such as oral and written reports, craft projects, personal interviews, plays, etc. Student written reports should follow a standard format (provided by teacher) and oral reports might be taped for Faire goers to listen to at booth, but should be "live" for judges. Design of booth and displays should be relevant to unit and not judged merely on "attractiveness." Judges might be recruited from the staff of the Junior Museum, Children's Dept. of Utica Public Library, Utica College, and/or any interested, informed group.

Students should be provided with a list of the possible project choices at the beginning of the unit of study so that by the third week of study, when the process of valuing begins, it will be meaningful. Each student should submit his choice in writing before Christmas vacation. In case of duplicate choices, the involved students will defend their project choices to peer group. Resolution through discussion and if necessary written class vote.

* * *

SOME PLAYS:

"King Arthur and His Knights" adapted by Olive J. Morley, Plays, April 1970.

"King Arthur and His Sword," by L. Sharon-Schwartz in Plays, March 1962.

"The Kind in the Kitchen," by Margaret E. Slattery in Plays, March 1964.

"King John & The Abbott of Canterbury," by Ruth Holmes in Entrances and Exits by P. Fenner

"The Knights of the Square Table," in Plays, December, 1966.

"Merry Tyll and the Three Rogues," adopted by Adele Thane in Plays, December, 1967.

"A Message from Robin Hood," by J.G. Colson in Fifty Plays for Junior Actors by Sylvia Kamerman.

"A Most Special Dragon," by David Ferguson in Plays, January, 1968.

"The Necklace of Princess Eiorimiode," in Plays & How to Put Them On, by M.R. Smith.

"The Prince and the Pauper," by Mark Twain adapted by Jollen Bland, Plays, Oct. 1970.

"The Prince and the Peddlers," by Rowena Bennett in Plays, November 1962.

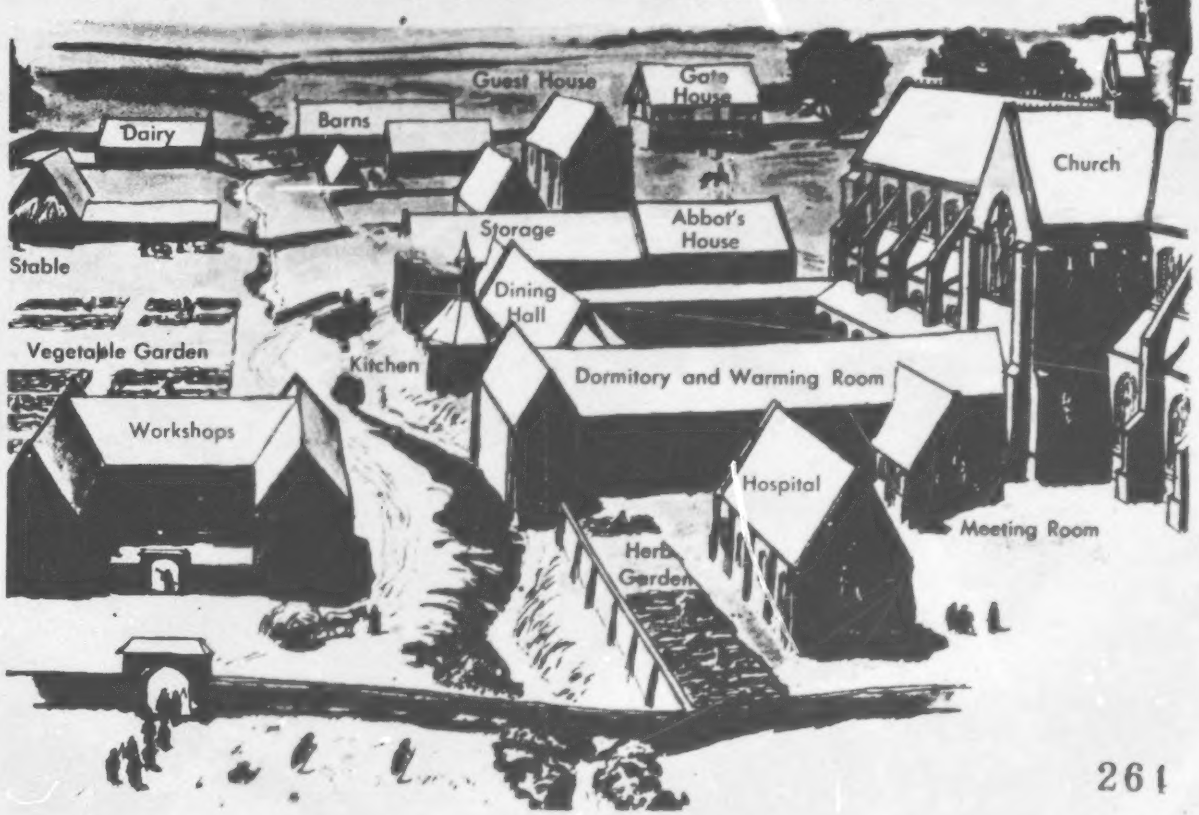
"The Princess and the Rose-Colored Glasses," by Noel McQueen and Mildred Hart in Plays, April 1967.

"The Reluctant Dragon," in Plays and How to Put Them On, by M.R. Smith.

"School for Jesters," by Constance Whitman in Plays, May 1964.

"Sir Galahad and the Maidens," in Complete Book of Children's Theater by V.L. Howard.

A monastery was a self-contained community. Here the monks lived, raised their own food, and made almost everything they needed in the monastery workshops.



SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** **THE MIDDLE AGES** * I- Life on the Manor: (a) Role of Nobles (b) Role of Knights (c) Role of Serfs II- Birth of Christianity: (a) Influence of Church. (b) Influence of Crusades. III- Life on the Manor: (a) Castle activities. (b) Agricultural. IV- Knighthood. (a) Training. (b) Responsibilities. V- Training in Trades & Crafts. (a) Within castle confines. (b) Later in towns. VI- Recreation: (a) For nobles. (b) For serfs. * Life in the Middle Ages in Europe brought about changes in the social development, political and economic development of civilization. **GRADE/AGE LEVEL** 11-13 YEARS GRADE 6 **LENGTH OF UNIT** 8 WEEKS	**ASPIRATIONS** Man and his society change to meet new challenges and conditions. **MAN & HIS GODS** Man needs an agency to guide his activities toward improvement and satisfaction in himself. **MAN & HIS INTIMATES** Rapport, spiritual and physical support is necessary to man for progress and contentment. **MAN & HIS SELF-IMAGE** The satisfaction of endeavor completed successfully fulfills man's ego needs. **MAN IN CONFLICT** Man usually feels loyalty without question to master, or lord, and to fellow villagers. **MAN & HIS COMMUNITY** Man must sense his worth within the social and economic environment in which he exists. **MAN AT PLAY** All men need the stimulation of recreation to do their work well and to live in harmony with others.	1 - Given a choice of being a serf or a castle servant during the middle ages each child will be able to give satisfactory evidence to verify his choice to 85% accuracy. (Affective). 2 - Given 3 problems faced in our country today, i.e. pollution, poverty, overpopulation - each student will be able to indicate how one of the problems was met and resolved during the Middle Ages with 85% accuracy. (Cognitive). 3 - Given a list of ways of life in Japan about 1000 A.D. each pupil should be able to give matching evidence to show that their social structure was similar to that of the Middle Ages with 85% accuracy. (Cognitive). 4 - Given a list of problems faced in the rebuilding of Vietnam each pupil will be able to use solutions from similar problems during the Middle Ages to which Vietnam might turn with 85% accuracy. (Cognitive, Affective). 5 - Pupils will dramatize, 100% satisfactorily, the knighting ceremony after writing the script and providing within it the musical accompaniment from instrumental students and recordings. (Psychomotor). 6 - Pupils will put on a mock tournament 100% successfully having written their episodes for each event and made their own properties. (Psychomotor). 7 - Pupils will dramatize, 100% accurately, modern manners and courtesies evolving from the Age of Chivalry. (Affective, Cognitive, Psychomotor).	1-Dramatization of Common Council Meeting in Utica 1973. Discussion of the problem How can we get better service from the garbage collection agency in our city and how can we assure adequate landfill operations at the North Utica Dump? 2-Given a list of ways of life in Japan about 1000 A D , each pupil will be able to draw parallels to life in the Middle Ages in Europe. A committee will prepare detailed reports on the following topics relating to Japan's history (a) From clans to a feudal system. (b) Land grants from emperors to nobles. (c) Samurai - compared to role of knights. (d) Line of inheritance. The rest of the class will be getting comparable facts about the growth and influence of feudalism in Europe. 3-Conclusion Time line showing similarities in growth of civilization in widely separated parts of the world. (a) Actually attending a common council meeting. (b) Interviewing persons responsible for garbage collection. (c) Pupils will write script after gathering facts and put on a common council meeting to see what can be done about Utica's pollution problem. In heat of discussion a group costumed like townsmen of the later Middle Ages will come in and tell of their problems of pollution and resultant disease all due to half-hearted efforts to correct the existing causes. After they depart, members of the council could review the seriousness of the modern day problem and take some positive action to bring about solutions. (d) Pupils will be aware that civic and social problems in varying degrees have always existed and their correction can come about only through each individual's assumption of his responsibilities in their solution. By this time next year we should have sources from magazines and newspapers as well as our student current events papers to give us knowledge about plans for the rebuilding of Southeast Asia. We'll study these and discover the problems and proposals for	Two brothers are discussing their life. Jacques is a servant in the lord's castle. Charles is a serf in the lord's farmlands. Jacques is back home for a visit (a reward for rescuing the lord's daughter from a fierce watchdog). Jacques' story will be more vivid and much of castle life can be interwoven. Charles, although envious, will tell of his success in raising food and livestock for his lord. It will include a sense of personal pride on his part that he does his work thoroughly. He might even show Jacques a shining new sickle given to him by the lord as a reward for his farming skill. Jacques could describe a banquet in the castle so the differences in foods and surroundings could be brought out. I would hope each boy could bring out some degree of contentment in their lot so that children of today would be aware that discontent might exist but it was kept well hidden. Expectation of improvement wasn't a part of the philosophy of most of the people of the Middle Ages regardless of where their assignment was. 1. Choices presented. 2. Expressed feelings of personal worth, interest, and respect for ability of another. Exp. 2 1. Recognition of alternatives. 2. Choosing from those alternatives the ones he will defend or reject. 3. Personal responsibility recognized. Exp. 3 1. Recognition that peoples everywhere as they struggle to reach a high degree of civilization have similar problems. 2. Various ways of solving these problems must be tried and weighed. 3. Changes are necessary to find the best solutions. 4. All peoples from all periods in history can learn from each other. Exp. 4 1. Weighing evidence from various media in helping one reach a choice, (judgement). 2. Examining sources for sincerity and reliability before	For objectives 1-7, the following resources will be used: Text: (In our room). McClellan, J. "Your World and Mine". Yohe, et al, "Exploring Regions of the Eastern Hemisphere". Cordier, R. - Robert, E. (History for the Beginner). Hammer, O. et al, "Exploring the Old World". Cutright, et al, "Living Together in the Old World". Southworth & Southworth, "America's Old World Beginnings." Dreany, E. Jos., "Mankind Through the Ages". Pound & Jones, "Beyond the Oceans". Girardin, et al, "Discovering Our English World's History". King, et al, "The Soc. St. & Our World". Newspapers & Periodicals: 1. My own copies of (N.Y. Times, Time, Newsweek). 2. Pupil copies of Jr. School Magazine, local papers. 3. Book and Pamphlet: Tchg unit on Newberry Medal winning book, "The Door in the Wall" (which I shall read to the class as part of the motivation for the unit). Audio-Visual (in bldg. and from Mr. Henry). (a) Filmstrips: 1- McGraw - Hill, "America's Old World Backgrounds". 2- McGraw - Hill, "Our Heritage from the Old World". 3- McGraw - Hill, "Stories from the Old World". 4- Living in So. Vietnam (SVE) 2 Filmstrips 1 Record 1 Teachers guide 5- Migrations of Medieval People (SVE).	For activity # 1 Dramatization. For activity # 2 Dramatization. For activity # 3 Time Line. For activity # 4 Debate. For activity # 5 Role - playing. For activity # 6 Dramatization. For activity # 7 Role - playing. Final Evaluation: Write a composition explaining at least 3 patterns for living from the Middle Ages that are still part of our ways of life today. Choose the one that you feel will help us to have happier, more successful lives if we follow it. Give a reason, or reasons for your choice.

CONTINUED

SUBJECT AREA

SOCIAL STUDIES

UNIT TOPIC

THE MIDDLE AGES*

1-Life on the Manor:
  (a) Role of Nobles
  (b) Role of Knights
  (c) Role of Serfs

II- Birth of Christianity:
  (a) Influence of Church.
  (b) Influence of Crusades.

III- Life on the Manor:
  (a) Castle activities.
  (b) Agriculture.

IV- Knighthood:
  (a) Training.
  (b) Responsibilities.

V- Training in Trades & Crafts:
  (a) Within castle confines.
  (b) Later in towns.

VI- Recreation:
  (a) For nobles.
  (b) For serfs.

* Life in the Middle Ages in Europe brought about changes in the social development, political and economic development of civilization.

GRADE/AGE LEVEL

11-13 YEARS
GRADE 6

LENGTH OF UNIT

6 WEEKS

CONTINUED

LEARNING EXPERIENCES

solutions to discover similarities between today and the growth of towns and trade in the latter part of the Middle Ages. Here again a debate could be the concluding vehicle. "Will We Be Able to Rebuild Vietnam?" Charts, maps, quotes from government leaders can be incorporated by both sides in the debate.

5. Do research to learn what people were raised to knighthood by Queen Elizabeth II during 1972-73. Enact the knighting ceremony and at the same time give reasons why the distinguished person (his contribution) was knighted.

6. Plan and put on a mock tournament or jousting event. Physical Ed Department could help. Girls would be spectators. Follow up with a reception in classrooms where awards were presented to the outstanding knights - perhaps by "their favorite ladies."

7. Role-playing by appropriately costumed knights illustrating their kindness toward the elderly, ill, and children. Contrast with modern situations to show like good manners. Point out that we could show more regard for retired people and respect for everyone's property which all ages of people seem lax about today.

VALUING EXPERIENCES

accepting the facts for your own.

3. Personal responsibility toward the unfortunate should be accepted.

Exp. 5.

1. Do you feel respect for this convention? Do you belittle it? Why is it of value in a limited monarchy as a cohesive agent but not be held in esteem in a democracy?

2. Are those raised to knighthood deserving? Have we any heroes - or people on pedestals in our generation? Is this good? Bad? Necessary? Why?

RESOURCES & MATERIALS

(b) Films:
  1. "Life in Medieval Town"
  2. "Medieval Guilds".
  3. "Medieval World"
  4. "The Renaissance"

Civics: Contacts (out of building).
  1. Alderman and Councilman of 17th Ward.
  2. Mayor's office
    (a) Public Relations Officer.
    (b) Supt. Dept. of Public Works.
    (c) Department of Health.
    (d) Division of Ordinances and Codes.
    (e) Personnal visits from staff representatives, if possible.

English:
  1. Charles & Church: "Creative Writing Skills, Bk. 2."
  2. Pollock - Straub: "Sharing Ideas".
  3. Kerman, G., "Plays and Creative Ways with Children."

Music:
  Help with discussion and illustration of instruments of the Middle Ages, "Music of the Middle Ages," "Oriental Music."

Art Dept.:
  Help with any scenery or directions needed for the dramatic activities

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES **UNIT TOPIC** THE RENAISSANCE IN THREE PHASES **GRADE/AGE LEVEL** 6th Grade 11-12 Years **LENGTH OF UNIT** 4 Weeks Submitted by: Henry Coupe, Miller School Joseph Granato, Dorothy Krupa, Paul LaFache, Frank Saraceno, Kemble School Carl Pecheone, Kernan School	1 - Secular discoveries and inventions of the Renaissance evidenced the increasing humanism of man. (Strand 9 - Mas as Creator and Explorer). 2 - Renaissance Art developed and perfected the aesthetic approach to portraiture and architecture. (Strand 1 - Man and His Aspirations, Strand 7 - Man and His Physical Environment). 3 - The Renaissance created a climate of change and questioning in which the Reformation could occur. (Strand 2 - Man and His Gods, Strand 5 - Man in Conflict)	1 - Each student will choose from a prepared list a pair of inventions or discoveries to compare and contrast with modern day ones. (Affective choosing - Cognitive comparing, contrasting) 1. Each student will either (a) draw an emlarged sketch of a Renaissance invention, or (b) design a collage illustrating the scientific discoveries, or (c) make a model of a scientific invention. (Psychomotor-drawing, designing, making). 2. Each student will be able to identify artists who lived during the Renaissance and who used and developed the art of perspective in painting portraits. (Cognitive-identifying). 2. Each student will be able to judge the development of the Roman arch as a background technique and symbol from early Renaissance paintings through High Renaissance paintings. (Affective criticizing, praising, judging). 3 Each student will be able to compare and contrast at least two religious reformers and their beliefs, practices. (Cognitive-comparing and contrasting). 3 Each student will list two obstacles with which the average "Renaissance Man" had to struggle in order to obtain religious freedom. (Cognitive-listing). 3. Each student will be able to visually represent his personal religious faith. (Psychomotor-drawing, constructing, dancing, or acting out).	1. All students will participate in one day field trip to view exhibit of "DaVinci's Genius" at HCCC. 1. All students will participate in one half day field trip to Utica newspapers to examine printing presses in process. 1 All students will read pgs. 154-178 in text, "Exploring the Old World" 1. All students will research in library reference works, background material relating to chosen pair of inventions or discoveries. 2. All students will view filmstrips, "Art in the Early Renaissance," and "Art of the High Renaissance". 2. All students will attend special and pre-arranged lecture-slide demonstration on Renaissance use of perspective and examples of portraiture. 2 All students will study in detail and depth selected paintings on loan in their classroom that specifically illustrate perspective, portraiture and architectural background. 3 All students will research in library reference works, background material relating to chosen religious figures. 3. All students will view film, Man For All Seasons and Beckett. 3. All students will study slides of famous Renaissance art works depicting religious faiths.	1 Students will be taught how to take notes effectively on filmstrips while viewing, how to write two paragraphs of comparison and contrast. (Cross reference Language Arts). 1 Students will have visual demonstration showing specific artistic techniques needed for dealing with scientific material. (Cross reference - Art) 2 Students will have at least three directed one-hour lessons in the technique of perspective and/or creating architectural backgrounds in painting that utilize the arch. (Cross reference - Art, Mathematics) 3 Students will listen to records and music that express religious motifs. (Cross-reference with Music) 3. Students will act out Martin Luther's theses (95). (Cross reference with Drama)	(Clarification) Catalyst Statement: "As the Renaissance man, modern man is in need of creative inventions and discoveries to meet his humanistic needs". 1. Pupil recognizes need for choice. Each student recognizes need for continuing creative curiosity and application for humanistic needs, and will indicate his need for choice of "invention" or "gadget" verbally to teacher, and other students. 2. Pupil generates alternatives. Each student will identify and select at least two possible "inventions" that he might personally produce or reproduce. (Some possible alternatives include: selection from section of Popular Mechanics, "Needed Inventions," reproducing model from Government listing of "Patents Pending", inventing individually-designed "gadgets") 3. Pupil lists possible consequences. Each student will note the required materials, assistance, space, time, and degree of difficulty for the possible inventions and consequences for himself in selecting at least two of his listed alternatives. 4 Pupil chooses: Each student will choose the specific invention model and method of construction he feels is most desirable and practical for him. He will also indicate "back-up" choice. 5. Pupil internalizes choice: Each student will act on his choice and begin to construct (or attempt to construct) the chosen invention. 6. Pupil re-evaluation: After one week of action, pupil re-evaluates his choice. He either re-affirms his commitment to original choice or sees the need for selection of a different alternative and has time and help for going through valuing process (Steps 1-6) again with new choice.	1 - Touring display, "DaVinci", Herkimer County Community College, Herkimer, N.Y. 1 Utica Newspapers, Oriskany Blvd., Utica, N.Y. 1 - "Europe Awakens", "Gutenburg and His Press," McGraw Hill captioned film strip. 2 Encyclopedia Britannica Films, National Gallery of Art Series, "Art of Early Ren.," "Art of High Ren.", New York, 1959. 2 - Munson Williams Proctor Institute, Genesee St., Utica, N.Y. 2 - Selected paintings, Mid-York Library, Lincoln Ave., Utica, N.Y. 3 - Music of the Renaissance, Lyrichord Disc Inc., 141 Perry Street, N.Y., N.Y. 3 "Man For All Seasons, Beckett." Utica Film Exchange, 806 Broadway, Utica, N.Y. 3 "Bach", "Handel", in Great Musicians as Children, ed. F. Schwimmer, 1929. 3 Gail, Marzieh. Life in the Renaissance. Random House 1968. 3 Ferguson, Charles W. A is for Advent., (rel. dictionary) Little Co., 1968. 3 - Jacobs, David. Master Painters of The Renaissance. Viking, 1968. 3 Shapiro, Irwin. Golden Book of the Renaissance, Golden Press, 1962. 3 - Fosdick, H.E., Martin Luther. World Landmark Books, 1956. 3 - Nohl, F., Martin Luther; Hero of Faith. 1962.	1. Written Unit Test - Students will write two paragraphs stating advantages and advances of modern day counterparts of Renaissance scientific invention or discovery. Must include at least two points of contrast. 1. Mixed Media - Students will display sketches, collages, or models and be evaluated by outside, objective judges. 2. Written Unit Test - Twenty (20) multiple choice objective test items will evaluate students' knowledge of perspective, portraiture and architectural background as Renaissance artistic development. 2. Mixed Media - Students will be evaluated by peers on live demonstrations of techniques learned about perspective, portraiture, and architectural background painting. 3. Mixed Media - Students will combine knowledge and talents to present modern "miracle play" depicting all they have learned about religion in the Renaissance, the Reformation, and personal religious faith. 4. Projects Under Valuing Experiences. Evaluation by teacher of pupils' interest and enthusiasm for work required for completion of projects. Evaluation also by peers of each others projects.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES SCIENCE **UNIT TOPIC** MAN & HIS RESOURCES. ARE THEY LIMITLESS? CAN A COUNTRY USE MORE THAN ITS SHARE? **GRADE/AGE LEVEL** Grade 6 Age 11 - 12 **LENGTH OF UNIT** 5 Weeks Submitted by Josephine Vescera, Thomas Hill, Phyllis Brennan Conkling School & Donald Oshansky Kemble School	1. MAN & HIS PHYSICAL ENVIRONMENT Earth's resources are not limitless. 2. MAN & HIS COMMUNITY Resources are divided unevenly 3. MAN IN HIS PHYSICAL ENVIRONMENT For the purposes of this unit, we will arbitrarily limit resources to: water, air, minerals, and people. 4. MAN & HIS ENVIRONMENT (A) Only one percent of earth's water is now suitable for drinking. (B) MAN & HIS COMMUNITY Minerals have practical, economic, and political value. (C) MAN & HIS INTIMATES Do we have the right to pollute the air? (D) MAN & HIS COMMUNITY Is population control a necessity? 5. Flat maps are a basic tool in teaching about earth's resources.	1. Class will compile a list of 10 major resources. 2. Class will chart resources by choice of countries comparing amounts found in each one. 3. Cognitive functioning: Relational reasoning (a) Recognize relationships (1) Recognizes relationships among objects and facts. (2) Identifies cause and effect relationships. Given a water purification kit and samples, student will explain its use. 4. Given the mineral, oil, student will name 10 products derived from oil and their uses. 5. Given an air purification kit, student will explain its use. 6. Student will list 10 major population centers of the earth. 7. Given a choice of being a geologist or an engineer, the student will be able to give satisfactory evidence to verify his choice. (Affective). 8. Pupils will dramatize mock meeting of world leaders discussing earth's problems detailing the most urgent problems of various areas of the world. (Psychomotor).	1. Through the use of library facilities, maps, and charts, students will research and compare the major resources of the earth. 2. Students will observe that earth's resources are unevenly divided. 3. Cognitive functioning - student will learn how to use water purification kit. 4. Representative of oil company will enumerate various uses of their products. 5. Trip to water purification facility. 6. Compare rural and urban population and life style.	1) Art - all forms (a) Photography 2) Language Arts - oral and written experiences. 3) Science - use of kits. 4) Math - measurement. 5) Map reading - cognitive functioning. 6) Transportation (a) Trucking (b) Railroads (c) Oil Tankers. 7) English. (a) Poetry.	1. Comparison will contrast disparate resources. 2. Student will learn the value of pure water - cognitive functioning. (A) Need for Choice - economics versus conservation. Scenario: Community having a paper mill employing 80% of town's people. Federal government orders closing of plant due to water pollution. (B) Alternatives (1) Close plant - move community, (2) apply for federal grant to study problem. (C) Consequences of choices. 1-Economic loss. 2-Possible lack of pure water. 3-Possible loss of jobs. (D) Criteria for Choice: 1-Long-term advantages on disadvantages for the community. 2-Economic survival. 3-Moral implications. 4-Effect on other members of the community. (E) Internalization 1-Make and defend choice. (F) Re-evaluation 1-Suggest alternatives 2-Provide additional information. 3-Give student opportunity to modify position. 4-General re-thinking of problem. 5-Resolution: Community will meet with management to discuss best alternatives. 3. Children will learn the value of pure air. 4. Children will examine various types of oil. 5. From the study of various parts of the world, children will become aware of individual differences, i.e., life style.	I. Library Resources: (A) Soft ware - Transparencies. (1) The Land That Supports Us. (2) Our Soil Resources. (3) Our Water Resources. (4) The Story of Gas. (5) The Story of Rubber. B. Filmstrips (1) "Conservation for Today's America" 7 filmstrips and 4 records. (2) "Earth Science Series" (3) Troll Associates: (1) "Use of Gas" Look to the Future. (2) "Scientist at Work - Use of Gas". (3) "How a Forest Fire Changes The Land". McGraw-Hill - "Families of The World" (12 filmstrips). American Instructional Media Society - "Let's Have Respect" (filmstrip). II. Community Speaker: Dr. MacCloud - Oneida County Health Director. Dr. McFarlene (retired) Dean Utica College. Dr. Jacob Oser - Economist. Dr. James Mills - Historian, Utica Edward Hanna - Mayor of Utica Representative from Project RACE. Mrs. Ellen Rockefeller - National Organization of Women - Utica Chapter. Pamphlets: New York Telephone Co. Niagara Mohawk Power Corp. Field Trip: Sherburne, Roger's Conservation Center.	(1) Student will identify 3 most important natural resources that are in danger of being used up. (2) "World's resources are divided unevenly". Describe in a written paragraph how this affects the world's economy. (3) In regard to water, air, minerals, and population, student will describe in a written report, how shortages of these resources will affect the world 10 years from now. (4) Student will identify 2 areas of the world in which water shortages exist and how they are dealt with. (5) Student will construct a resource map representing those areas rich in natural resources. (6) Oral questioning - By keeping up with current events through use of newspapers and magazines i.e., National Geographic, Readers' Digest, student will identify current trends and problems concerning natural resources. (7) Given a test of 20 matching questions about natural resources, student will be able to correctly answer 70% of them.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
SOCIAL STUDIES UNIT TOPIC ANCIENT ROME GRADE/AGE LEVEL 10 - 13 LENGTH OF UNIT 3 Weeks Submitted by: Barbara LeBlang, Carolyn Spanfelner Albany School & Marion Raymer, Linda Roberta Columbus School	MAN & HIS GODS 1. Our country received many of its fundamental beliefs about freedom, law, and government from Ancient Rome. MAN AT WORK 2. Many of our architectural engineering skills came from Ancient Rome. MAN & HIS COMMUNITY 3. The Roman Empire developed, in part, through good leadership. As the moral fiber of the Ancient Romans weakened, the Empire fell apart. MAN AS CREATOR (a) Art (b) Literature (c) Language (d) Games MAN & HIS GODS (a) Religion	1. By the end of this unit the child will be further developing characteristics of listening objectively to other peoples views. (Affective) 2. The child will begin to accept the opinion of his peers even though he may not agree with them. (Affective). 3. The child will consider several alternatives before forming a conclusion. (Affective) 4. Children will develop an appreciation of the democratic way of life and appreciate the need for effective co-operation. (Affective). 5. Given a list of items of modern day living, the children will be able to trace their roots from the past. (Cognitive). 6. All children will construct a model or draw a picture contrasting modern day equipment with that of ancient times. (Psychomotor).	1. Collect data on U.S. government and Ancient Rome for a debate on democracy vs. monarchy. 2. Topics assigned for written or oral discussion. 3. Look up meaning of faces and discuss symbolic meaning relating to Roman law and authority in contrast to that of U.S. 4. Children will construct a model of an acqueduct, bridge, roads, buildings, etc. 5. Children will explain in a written or oral reports how items in section 4 were used and compare them with similar constructions of our present day. Cognitive Function: Reasoning - Implicational. 1-Recognizes inferential solutions. 2-Predicts outcomes. 3-Foresees problems and/or solutions. 6. View filmstrips and tapes and films on Ancient Rome. 7. Each child will make a map of the Roman Empire. 8. Each child will construct a picture time line of the founding of Rome to its fall. 9. Each child will be able to construct a chart comparing how one becomes a citizen of Rome with one on becoming a citizen of U.S. 10. Child will build a diorama of a village in Rome. 11. Child will dramatize important events in Rome history. (i.e. Julius Caesar's assassination). 12. Children will make puppets of different Roman people. (i.e., soldier, slave, lady). 13. View slides of ancient buildings and cities taken by visitors to Italy. 14. Read textbook unit on Rome and discuss. 15. Children will make up questions on Unit. Read and play game. 16. View transparencies of ancient alphabets and make comparisons.	LANGUAGE ARTS 1. After class discussion and reading of Ancient Rome, the proceedures for conducting a debate are taught and the debate conducted. 2. Imagine being a Plebeian child, write a diary depicting your daily experiences and manner of living. 3. Children will be grouped into committees and write plays or skits signifying important events in Roman history. ART: Creative scenery for the play. Make mural illustrating life in Ancient Rome. MATH: Compare Roman Numeral System & Hindu, Arabic system and decide which is more convenient.	Use Objective 4 (Developmental): Children will further develop an appreciation of the democratic way of life and appreciate the need for effective cooperation. 1-Choice: Children will be given a choice: You live in a country where you have no freedoms, you cannot criticize the government, may not practice your religion freely, no choice of career, no freedom of assembly with peers, or freedom of movement. 2-Alternatives: Each child should list alternatives to the above situation. List 1 - Democratic society. 2 - Totalitarian dictatorship. 3-Consequences of choice: 1. Imprisonment. 2. Exile. 3. Fine. 4. Sold into slavery. 5. Confinement in institution. 4- Criteria for choice: 1. Individual contentment. 2. Personal satisfaction 3. Sense of security and well-being. 4. Freedom from fear. 5. Conformity (peer pressure). 5-Defense of choice: 1. Through dramatization a panel discussion, a written work, the child makes a choice as to which society he prefers to live in. 6-Internalization: Teacher will note the child's better understanding of the advantages of life in a democratic society. 7- Reevaluation: Child will compare a democracy with other types of government, such as socialism and communism.	In Building (a) Textbooks, such as: 1 "Your World And Mine" Ginn, 1972. 2 "Exploring The Eastern Hemisphere", Follett, 1971 3 "Living In The Old World" MacMillian, 1969. (b) Encyclopedias located in building. (c) Filmstrips: 1-"Life In Ancient Rome". 2-"Italy". 3-"Grandeur That Was Rome". 4-"Nations Arise". 5-"Story of Italian Americans". 6-"World of Ancient Rome". (d) Library Books: 1-"Roman History-Fiction", Sienkiewicz, Henryk. 2-"Roman Roads", Von Hagen, Victor. 3-"Romans In The Days Of The Empire", Miller, Shane. 4-"Rome Civilization", Cowell, F R. 5-"Roman Civilization" Neurath, Marie. 6-"Rome-History", Hillyer. 7-"Rome-Social Life and Customs". (e) Guest Speaker from Community: Visitor to Rome. (f) Movie Films: Italy, Land of Inspiration. Italy, Pennisula of Contrats.	Objective 1: The teacher will grade the debate on general persuasiveness evidence, and arguments. Objective 2: This will be done by teacher observation. Objective 3: This can be accomplished on a multiple choice test. Objective 4: Write a composition explaining three aspects of life in a democracy. Show how we need to co-operate. Objective 5: Write an essay explaining at least 4 ways of living from Ancient Rome that are part of our life today. Choose the one that is most important to you and explain why.

SUBJECT AREA

MULTI-SUBJECT
SOCIAL STUDIES

UNIT TOPIC

PERSONAL
FINANCES
FOR
EVERY DAY
LIVING

GRADE/AGE LEVEL

6th Grade

LENGTH OF UNIT

2 Weeks

Submitted by:

Marilyn Hacker,
Rosemary Garro,
Alexander Joseph,
James Faley,
John Bazan,

Kernan School

CONCEPTS & GENERALIZATIONS

MAN AT WORK

Money is an almost universal, cross-cultural concept.

Money is an idea, based on trust.

The uses and application of money can be very flexible.

MAN AT WORK

Man has always found ways of exchanging goods and services first through barter and then to the monetary system.

MAN AT WORK

Man is economically dependent on his fellow man.

MAN AT WORK

All aspects of our lives are affected by taxes and method of payment.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

The class, as a group, will derive a definition of money, based on research and their own experiences with "our" banks. (See learning Ex.)

The class will discuss what happens when the public loses "trust" in their money i.e., runaway inflation and currency collapses.

Each student will plan a budget for a typical family on a fixed income.

The class will discuss ways of meeting financial emergencies, i.e.,
(a) Borrowing (bank, credit union, finance company, family and friends, loan shark, pawn shop).
(b) Selling of goods and property.
(c) Other.

1 - Affective The children will make a list of 4 items as things that they think people may have used during Biblical times as money.

2 - The children will in groups, discuss what they think man could have used to show wealth, instead of carrying their cattle around.

Cognitive

With man working together to provide their clothes and homes and noticing the neighboring tribes, clothing, tools etc., how could he get them?

Give a list of ways of bartering to get what he wanted.

Objectives Cognitive Psychomotor
1 - Given a list of ways of bartering to get what he wanted.
2 - The tool making tribes used tools for buying cloth.
3 - The weaving tribe used cloth for buying tools. It went on for a long time and it is still going on in some places in the world today.

3 Psychomotor:
1 - Breaking into groups, choose tribal groups corn collection to contrast chart showing tribal system to corn collection.
2 - Read books on information chosen.

Cognitive -
1 - List 4 ways where man is economically dependent on his fellow man
2 - Given a list of 5 business occupations, show how they contribute to financial aspects of the community, state, and nation. (Reasoning Skills: (States how class members are similar, sales differences between classes).

Affective -
1 - Draw a picture of what a man would look like who is economically independent.
2 - Draw a picture of a man who is totally economically dependent on his fellow man.
3 - Tell a short story of what you would think would happen in a complete welfare state.
4 - Express what you feel a perfect economic society would be.

Psychomotor-
1 - Set up a small society within the room to illustrate man's interdependence.
2 - Debate the pros and cons of the welfare system.
3 - Interview by questionnaire of tape five area people about where their money goes and how they receive it.
4 - Students will trace the money they spend in a week.

LEARNING EXPERIENCES

The class will set up a "bank" with printed money and act out various roles as customers, tellers, loan officers, etc.

In their bank, the class will deal with money in terms of
Cash.
Checking accounts.
Savings accounts (interest).
Borrowing.

Take a field trip to a bank after they've had experience with "our" bank and compare.

Interview various "finance" personnel.

1 - Using library to find information or types of money used, for example: shells, fishhooks, nails, tobacco in tribal times.
2 - Is an old coin valuable? What is your opinion?
3 - How to start collecting?
4 - What makes a coin worth saving?
5 - Why is some money valuable?
6 - Foreign countries and their coins - Changes made? Why?
7 - Special collections.
8 - A list of countries and their money.
9 - About cleaning and storing and using a collection.
  (a) Cleaning and storing coins.
  (b) Gifts made of coins.
  (c) Coin displays and how to use them.

1 - Visit banks, factories, stock exchange.
2 - Interview store keeper.
3 - Guest speaker.
  (a) Loan office.
  (b) Stock broker.
  (c) Accountant.
  (d) Welfare personnel.
  (e) Average working man.
  (f) Tax assessor.

1 - All students will review "Instructions for Preparing Income Tax".
2 - The students will read the ads in the local newspaper and cut out the sale items they have selected.
3 - The students will then get the bus schedule by

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

MATH
(a) Method of interest computation.
(b) "True" interest rates.
(c) Rate of finance charges.

ART
Draw pictures of various emergencies that could disrupt a family's financial stability.

1-Using library to find information on types of money used, for example: shells, fish hooks, nails, tobacco - Science Topics.

2-Nature study - sea shells, etc.

3 Geography of places where coins were first used.

4 Through play acting, through round table discussion or through united work, the child can show why he chose course of action.

VALUING EXPERIENCES

I. Need for choice - The student will be given a choice to select and state as much as he knows about a particular tax.

II. Alternates -
(a) Income tax.
(b) Property tax.
(c) Excise tax.
(d) Sales tax.

III. Consequences of Choices - Each student will state reasons for his choice.
He will express his preference for an alternative method.

IV. Criteria for choice
The student will indicate his choice which he prefers in acting, orally or by demonstration (acting out).

V. Internalization -
The student then makes his choice and is able to define his choice.

VI. Re-evaluation -
Given additional information, the student may be able to change his choice or add new data.

1. How will a family of four spend their budget of a weekly income of $150.

II. (a) Housing, rent or own.
(b) Food and Frozen food plan, supermarkets, corner grocery.
(c) Transportation, own or not.
(d) Leisure time.
(e) Personal expenses.
(f) Medical.
(g) Credit & savings

III. Consequences -
(a) Explain why they made their choice.
(b) Explain how their choices will affect their lives.
(c) Role play of situations where basic necessities haven't been planned for

IV. Free choice -
(a) Emergencies (methods).

Ways:	Problems:
1-Cutbacks.	1-Loss of job.
2-Borrow	2-Serious accident or illness.
3-Sell property (personal)	(a) Bodily. (b) Property.
4-Debt.	

RESOURCES & MATERIALS

Teacher
(a) Making The Most of Your Money - Inst. of Life Insur., N.Y. (Pamphlet) 1967.
(b) Consumer Economic Problems - South Western Pub., Co., New Rochelle, N.Y. (book) 1959.
(c) Consumer Education - State Ed. Dept., N.Y. (phamplet) 1972.
(d) Basic Principles in Family and Credit Management - Wash. D.C. 1971.

Children:
(a) Elementary School - National Conference Finance Association Economics I and II (books). Ed. Ed. Oroject, Chicago.
(b) Local newspapers 1970.

Films:
Trouble in Paradise (on inflation) Association Film Inc., 600 Madison Ave., N.Y., N.Y. 10017, 1973.

Books:
1 - Evans, Eva, Knox - Coins, Capitol Publishing Co., Inc. Golden Press, N.Y.
2 - Utica Coin Collection, Comesky Stamp & Coin, 331 Genesee St., Utica, N.Y.
2 - Capitol Publishing Co., 737 Broadway, N.Y. 3, N.Y.
3 - Guide Book of U.S. Coins, Whitman Publishing Co. Racine, Wisconsin.
4 - Handbook of U.S. Coins, Whitman Publishing Co., Racine, Wisconsin.
5 - Magazines:
Hobbies Magazines, Lightner Publishers, 1006 S. Michigan Ave., Chicago, Ill.

BIBLIOGRAPHY ON HISTORY OF BARTER AND MONEY

Tarshish, B. Barter, Bills, and Banks. Messner. 1970.
Wade, William W., From Barter to Banking: The Story of Money, Crowell Collier Press, 1967.
Winn, Marie. Fisherman Who Needed a Knife. A Story About Why People Use Money. Simon & Schuster, 1970.
Soule, George. Economics For Living. Abelard Schumann, 1961. p. 36-50.
Verrill, A. H., Strange Customs, Manners and Beliefs. P. 1946. Pg. 149-157.
Cambell, E. Nails To Nickels. The Story of American Coins, Old & New. Little. 1916
Masters, Robert V., Coinometry. An Instructive Historical Introduction to Coins and Currency for the Young Collector. Sterling 1960.
Browin, Frances Williams. Coins Have Tales to Tell. Lippincott. 1966.

EVALUATION

Written Test - on concepts of money, budgeting, financial management, banking, borrowing, etc.

Written report on an aspect of banking as a summary of an interview with banking personnel.

Written speculation of what would happen to our society if there was suddenly no money.

Evaluation by teacher of role playing in "our" bank and explanation of motivations.

Evaluation of participation in group discussion.

1- Tests on History and questions from students.
2- Drawings of various money exchanges.
3- Constructing models of money.
4- Reports on learnings and attitudes derived from this unit.

1- Essay test expressing the tenants brought out in activities.
2- Students will list 4 ways man is economically dependent.
3- Show how five occupations contribute to the economically betterment of city, state and country.
4- Draw a picture of man showing him completely dependent on his fellow man.
5- Draw a picture of what a man would look like completely independent.
6- A child will trace what he has done with his money in a week. Record this on a chart.
7- Set up small society in room demonstrating economic inter-dependence.
8- List three of the speakers and what you liked or disliked about his presentation

CONTINUED

SUBJECT AREA	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MULTI-SUBJECT SOCIAL STUDIES **UNIT TOPIC** PERSONAL FINANCES FOR EVERY DAY LIVING **GRADE/AGE LEVEL** 6th Grade **LENGTH OF UNIT** 2 Weeks Submitted by: Marilyn Hacker, Rosemary Garro, Alexander Joseph, James Faley. John Bazan, Kernan School	Cognitive - A. State 4 types of taxes. B. Describe method of payment of taxes stated in A. above. C. Indicate the 2 most costly taxes for the average taxpayer. Affective - A. Given 3 types of taxes, the student will state in his own words, which tax is fair for the worker. B. Each student will state where, when and how he has been affected or exposed to a tax situation. Psychomotor - A. Given a local newspaper and money, the students will select 3 items to purchase. B. Students will describe the financial procedure in the purchase of their choice, and add the balance of money left over. C. Indicate the steps to be taken to complete the transaction etc.	telephoning the bus company office. 4- Some students will take a bus downtown to do their shopping	V. Students will defend their choices: (a) Going to bank to apply for loan. (b) Applying for Credit Cards. VI. Incorporate new data: (a) Income salary. (b) Budget priorities.	Treasury Of The World's Coins. Sterling. 1955. Del Monte, Jacques. Fell's International Coin Book. Rev. ed. Fell. 1958. Del Monte, Jacques. Fell's United States Coin Book. 3rd ed. Fell. 1955. Coffin, Joseph. Complete book of Coin Collecting. Coward McCann. 1955. A. Newspapers. B. Income Tax Preparation booklet from Block Agencies. C. Telephone Book - New York Telephone Co., Genesee St., Utica, N.Y. D. Telephone. E. Bus schedule, Utica Greyhound Terminal. F. Money. (bills and coins).	1 - Written Test - All students will write two paragraphs stating what taxes mean to working parents. In this assignment, they must show competence in tax procedures or structure. 2 - Mixed - media - the students will simulate a store situation and play out the roles of seller and buyer of merchandise. This act must indicate a knowledge of purchasing, taxes, and placing items on credit, etc. 3 - Mixed media - the students will set up a round table discussion, with the teacher as the narrator or chairman. The narrator will see to it that there will be a free flowing period of questions and answers discussed.

SPECIAL AREAS - ELEMENTARY

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART **UNIT TOPIC** SCULPTURE (PAPER CONSTRUCTION) **GRADE/AGE LEVEL** Kindergarten (Age 5 & 6) **LENGTH OF UNIT** 80 Minutes Submitted by: Orazio Tocci Conkling/ Albany School	MAN AND HIS PHYSICAL ENVIRONMENT Man's physical environment could be described as being composed of three-dimensional design units, man made and natural, where spatial relationships occur that will please or not please the viewer. Design is all around us, in both man-made and natural objects. The viewer reacts to design based on past experience and structured learning experience.	1. Given an assignment "Found Nature Forms", 100% of the students will demonstrate habits of thoughtful observation of the environment and practice recall of their observations. The students will demonstrate a system of observation that involves perception of underlying basic form and space relationships. (Affective, cognitive, psychomotor) 2. Given a slide presentation, the student will verbally identify the difference between a two dimensional and a three dimensional design unit. 3. Given the assignment and demonstration the student will demonstrate skills of constructing a three-dimensional project and complete a paper construction. 4. Given a basic art vocabularly, the student will demonstrate the ability to repeat these words in the proper instance when discussing art.	1. Student will - discuss and describe natural forms encountered daily - bring examples to school (rocks, twigs, plants, etc.) - compare and discover underlying basic form and space relationships 2. Students will observe a slide presentation of contemporary sculpture and painting, identify correctly the two dimensional and three dimensional compositions, correctly identify and thoughfully observe their immediate surroundings (classroom outdoors) and correctly identify the 2 D and 3 D objects. 3. Given a demonstration of the techniques involved in construction a paper sculpture from a two-dimensional surface, the student will proceed to cut and fasten sections until a three-dimensional design unit is the final product. 4. Students will verbally express their understanding of new words such as: design, natural, form, space, sculpture, painting, construction.	SOCIAL STUDIES Man's relationship to 3 D units in our environment, both man made and natural forms - both functional and decorative PHYSICAL EDUCATION Imitating other forms animal and vegetable using the body limbs and props to form units. SCIENCE Stress and balance, bridge and architectural structure - structure of living things. ENGLISH Relationship between sentence structure and the structure of man-made and organic forms.	Students will be confronted with a series of compositional and spatial relationship problems from the beginning of the project to its completion (conf.) Students will make decisions on a series o cuts/folds/twists/planned in a manner to produce the type of three-dimensional form desired. (devel & building).	Mid York Library System. (Modern Sculpture - Film strips) Little Adventures in Art: Animal filmstrips. Henry Moore - 'Man of Form' 28 min. film 16 mm Sculpture - 17 min. B/W Art Media: 12x18 White drawing paper. Scissors. Fasteners. Staples.	1. 100% of the students will identify underlying basic forms found in real objects. 2. 100% of the students will verbally demonstrate their understanding of the difference between a two dimensional and a three dimensional design unit. 3. 90% of the students will be expected to produce a work of art that reflects thoughtful consideration and application of the techniques involved. 4. 50% of the students will demonstrate evidence of a beginning art vocabulary.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART **UNIT TOPIC** **GRAPHIC COLLAGE** **GRADE/AGE LEVEL** **GRADES K-2** **LENGTH OF UNIT** **120 Minutes** Submitted by: **Nancy Baptist** **Jones/Herkimer School**	MAN AND HIS COMMUNITY Spatial relationships occur around us. Many children like to cut out pictures and paste them on paper to create a work of art.	1. Given the theme "The Street Where I Live", each student will create a collage demonstrating the following criteria: COGNITIVE: practice recall of observation of the environment. COGNITIVE: recognize and delineate forms with a sense of relative proportion and emphasis. SENSORY, PSYCHOMOTOR: express differences in size and shapes. COGNITIVE: variation in color and texture on a 2-dimensional surface.	1. Given theme and art media, each student will create a collage according to the following directions: .. Cut shapes from media to form buildings and details (window/doors/shutters/stone/brick/pavement). .. Cut shapes from magazines and newspapers will be pasted on top of the construction paper buildings. .. Colored cellophane will be cut and glued to form landscaping such as sky, clouds, bushes, etc.	MATH The study of geometric shapes. The observation of architecture.	Based on previous lessons the student will: 1 - Identify the different forms of architecture. 2 - The student will make a choice of textures based on recall of visual presentation of outdoor experience of natural forms.	1 - Art for the Elementary School - The University of the State of New York, The State Education Department, 1967) 2 - What Can I Do Today? by Joan Fincher Kilm 1971. Canada, Random House. 3 - Introduction to Collage (book) Man and His Value - slides - Mid-York Library. 4 - A cross section of different magazines, teacher's collection. 5 - Different newspapers, local and out of state (New York Times, Syracuse Herald, Boston Globe, etc.) 6 - The Little Kids Craft Book by Jackie Vermier and Marian Lariviere, 1973. Taplinger Publishing Co., New York, N.Y. 7 - Kids Stuff by Collier, Forte and MacKenzie, 1969. Incentive Publications, Tenn. ART MEDIA: Newspapers. Magazines. Colored cellophane. Paste. Scissors. Colored construction paper 12x18.	1. 100% of the students will create a graphic collage employing all the suggested art media based on the theme. Each student will verbally identify forms in their collage such as large, small, tall, short, to a 100% of accuracy. 75% of the students will verbally express their feelings about their collage. The finished 2-dimensional collage will contain: 4 newspaper column. 2 magazine colored illustrations. Neat cutting on the lines. Thoughtfully arranged shapes. Neat pasting onto background. Finished work of art must represent "Street Where I Live."

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICAL EDUCATION UNIT TOPIC RHYTHMS GRADE/AGE LEVEL 4-5-6 LENGTH OF UNIT Six Weeks	I. MAN & HIS SELF IMAGE 1- Coordination to rhythmic movements is important to self image.	COGNITIVE 1. Given the basic movements of skipping, running, sliding, hopping, galloping, and jumping, the student will perform to an 85% degree of accuracy. AFFECTIVE: Given the basic movements to music, the students enable themselves to perform efficiently and will formulate special perception to 90% degree of accuracy. SENSORY, PSYCHOMOTOR: Given vigorous exercises to music, the student will be able to develop the necessary motor skills through mental and physical behavior to his own degree of accuracy.	1. The students learning basic movements to music will cultivate natural rhythmic ability. 2. Students will be given a record which tests body movements and coordination which will be performed in a homogeneous setting. This will require the student to explore his body potential and movement capacities. 3. Students will perform an exercise routine which will demonstrate coordination, agility, endurance, strength, and timing to music.	1. Special pre-planning with the music department will include the understanding of the relationship of musical concepts to basic rhythmic movements. 2. Special pre-planning with the science department will correlate the body functions with the body movements involved in performing an exercise.	1. The student will increase his confidence and his self image by coordination and body movement. 2. The student will be able to develop an awareness of personal achievement and body control. 3. The student will be able to learn the proper way to do an exercise and the importance of physical fitness.	"And The Beatles Go On and On For Physical Education" KEA 8080. "Modern Dynamic Physical Fitness Activities" HYP 15. "Rhythmics" AR31. Educational Activities Freeport, N.Y.	1. The student will be given a test on the Basic Movements which will be evaluated by the teacher by observing. 2. By the use of a record, the students will hop, skip, and jump and be evaluated by the teacher as to their performance in relation to spatial perception. 3. By observing the students in groups performing a rhythmic drill, the teacher and peers will evaluate them as to their degree of accuracy.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICAL EDUCATION UNIT TOPIC FORCE GRADE/ AGE LEVEL K-1, 5-6 YRS LENGTH OF UNIT 5-6 WEEKS	**MAN AT WORK & AT PLAY** 1. Force is produced by muscle tension which may range from firm (strong) to light (weak). 2. The force created by the body's own momentum and by other moving objects can be absorbed through the use of joints acting as shock absorbers. 3. The force to be absorbed may be in a horizontal plane (running, catching) a vertical plane (jumping) or both. **MAN & HIS PHYSICAL ENVIRONMENT** 1. Gravity is a force pulling downward toward the center of the earth. 2. The force of gravity limits movement as it pulls the weight of the body downward towards the center of the earth. **MAN & HIS SELF-IMAGE** 1. Locomotion is achieved by transferring the body weight from one body part to another. 2. Body weight may be transferred in four different ways-steplike actions, flight, rocking & rolling, and sliding.	AFFECTIVE: 1. Given a problem a child will be able to listen, think, and seek increasingly more skillful, thoughtful and original ways of solving it. 2. Given specific tasks, the child will be able to carry them out to completion. COGNITIVE: 1. Given the task of jumping off a large piece of equipment, the child will realize that controlled flight - take-off, flight, landing requires more force than do other forms of weight transference. 2. Given a variety of jumping tasks, the child will realize that the body weight should be over the point of take-off for efficient and forceful flight. 3. Using the skills of catching, throwing, jumping and running, the child will know how to produce and absorb force. 4. Through tumbling skills and locomotor skills, the child will know how to move on-balance and off-balance. 5. Through locomotor skills the child will know how to transfer weight. **PSYCHOMOTOR:** 1. Given a skill activity, such as a forward roll, the child will be able to collapse and roll as a means of absorbing force. 2. Using locomotor, catching & tumbling activities, the child will gain greater muscular control of the production and absorption of force. 3. Using the balance beams, the child will achieve greater control of balanced shapes. 4. Using locomotor skills, a child will be consciously aware of weight transference.	Force must be defined in basic terms of pushing and pulling. A. Using the problem-solving approach, explore the degrees of force used for various movements - running, throwing, jumping, tumbling, and striking. Children may work individually or in groups. B. Using a variety of equipment (beat board, sidehorse, buck, balance beams) have the children jump or fly forcefully in a wide variety of controlled ways (created by themselves) off the equipment. C. Using the high and low beams, plus the lines on the gym floor have the children find the balanced positions on each. How are these positions similar? Demonstrate balance & center of gravity with blocks. Use tug-of-war to demonstrate on and off balance. D. Through animal movements such as frog, rabbit, kangaroo, grasshopper etc., have children explore the position of the body in various jumps. What is the best position for man to jump from? Why? E. Using catching and tumbling activities, have children explore different ways of absorbing force. Demonstrate by dropping a book and a ball. Which object fell softer? Why? Why is it better to roll when falling? How do joints act as shock absorbers? Compare joints to springs. Apply these principles to catching activities. F. Using locomotor skills, walking, running, skipping, galloping, hopping, children will explore different types of weight transference. How does weight transference allow locomotion?	Science - Using the teeter-tauter, show that equal forces or weights will balance. Changing the center or fulcrum makes it necessary to add more force to one side. Force = Force ≠ Industrial Arts - Using small scale lengths and blocks of wood, have child make their own teeter-tauters. When is your teeter-tauter in balance, out of balance? Music - Have children make their own percussion instruments. Using different forces create different notes or sounds. Notice what happens as force is increased. Suggestions: drums, gourds symbols, sticks spoons, washers can w/popcorn	Recognizing the Need for Choice. 1. Problem: Kicking the ball with the most force and control. Choices: (a) Kick the ball while it is moving. (b) While it is stationary. (c) When it is thrown in the air. Discuss the advantages of each. Each type of kick is unique to a certain situation. What are the situations? Using the same problem, examine the skill of striking: stationary - golf in the air - tennis baseball Problem: How many different landings can be used as the jump is varied. Choices: (a) jump from the buck (b) from a standing position (c) from a beat board How does the body absorb the force in each situation? Situations for 1. (above) (a) kick ball game (b) football game (c) soccer game	Sources for the teacher to refer to: Anderson, Marion H. Margaret Elliot, and Jeanne La Berge, Play With A Purpose, N.Y. Harper and Row 1966. Broer, Marion, Efficiency of Human Movement, Philadelphia, W.B. Saunders, 1966. Gillian, Bonnie, Basic Movement for Children Rationale and Teaching Units, Addison-Wesley Publishing Co., Ontario 1970. Mosston, Musha, Developmental Movement, Columbus, Ohio, Charles E. Merrill, 1965. ________. Teaching Physical Education: From Command to Discovery, Columbus, Ohio, Charles E. Merrill, 1966. Schurr, Evelyn, Movement Experiences For Children, New York: Appleton-Century-Crafts, 1967. Ubell, E. and Arlene Strong, The World of Push and New York Atheneune 1964. Equipment: A. Small: yarn balls bean bags hoops jump ropes utility balls Indian clubs cones records - variety tumbling mats scooters bats rackets B. Large: horse buck beat board high and low balance beams rings parallel bars Swedish box	Give the child various movement tasks or problems and observe his progress in his methods of solution. Completion of objectives can only be recognized through observation: Does the child realize that controlled flight requires more force than other forms of weight transference? Does the child know that body weight should be over the point of take-off for efficient flight? Does the child know how to transfer weight? Can the child move on and off balance? Has the child gained more control of balanced shapes?

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LIBRARY SCIENCE **UNIT TOPIC** ORIENTATION TO THE LIBRARY **GRADE/AGE LEVEL** K - 8 **LENGTH OF UNIT** 5 Days Submitted by Jacqueline Barnett & Sarah Kellogg	K-8 Observation of library rules enables large numbers of people to use the library at one time and to share the materials thereof 1-8 Use of a systematic arrangement of fiction enables users of the library to find their own materials quickly 2-8 Use of a systematic arrangement of non-fiction enables the users of the library to find their own materials quickly 3-8 An understanding of and familiarity with the card catalog enables the users of the library to find all materials available on a subject 2-8 An understanding of and familiarity with a systematic arrangement for biography enables the users of the library to locate information about people 4-8 Competence in biographical reference skills enables the library users to conduct an investigation of the total resources available on a person 4-8 Competence in geographical reference skills enables the library user to discover a wide variety of geographical facts	AFFECTIVE Given a list of library rules the students will evaluate them and designate after each rule whether or not it promotes the use of the library by many people at one time Given a list of the library rules the student will evaluate them and designate by writing "Yes" or "No" after each rule whether or not each expedites the sharing of library materials by many users of the library COGNITIVE Given a list of 10 most commonly used library terms the student will pronounce them correctly and define all the words on the list Given a list of titles and authors of 10 books of fiction, the student will determine the call number of each book and arrange the titles in the order in which they should be on the shelves SENSORY PSYCHOMOTOR Given a rectangle of paper conforming to the shape of the library and pressure sensitive labels for library furniture and shelf sections the student will construct a small scale model of the school library Given the Dewey Decimal Classification Chart, a marking pen and 10 blank labels the student will produce 1 shelf label for each category in non-fiction	1 Read the list of library rules 2 Underline the opening and closing times for the library 3 Give reasons why the library should be an orderly place 4 Tell why the library books should be put back exactly where they belong 5 Describe the method of having a book charged 6 Tell where it is necessary to stand when having a book charged 7 Describe the location of the date due slip and tell why it should be referred to 8 Tell where to place a book when returning it and explain why it is important to return it to a certain designated place 9 Explain the difference between reserve books and others 10 State the terms on which reserve books may be borrowed 11 Explain the importance of using shelf labels in finding the kind of book you want 12 After each library rule on the list mark a "U" if it is useful or an "N" if it needs to be improved 1 Tell how many books one may draw from the library at one time and how long they may be kept 2 Explain how reserve books differ from others 3 Describe the method of borrowing reserve books 4 List the penalties for having overdue books 5 List the penalties for having damaged or lost books 1 Make a list of words pertaining to the library 2 Indicate the correct pronunciation of each word looking up in the dictionary those words which they do not know the meanings. 1 Show the location of fiction and non-fiction books 2 Indicate briefly the difference between fiction and non-fiction by giving a short definition and a few illustrations 3. Explain how to distinguish between fiction call numbers and any other call numbers 4. Explain how fiction call numbers are determined. Give examples. 5. Explain how fiction is arranged on the shelves. 1 Show the location of the charging desk, the card catalog the magazine rack, the picture file, and entrance and exit doors.	SCIENCE Students will locate cards in the Card Catalog for science related subjects 2 Students will locate the books on the shelf MATHEMATICS - 1 Students will locate math section on the shelves 2 Students will place 19 non-fiction math books in order by Dewey Decimal number SOCIAL STUDIES 1 Students will locate biographies in the Card Catalog 2 Students will learn the uniqueness of the biography call number ENGLISH - 1 Student will locate a novel in the card catalog by using the title of the book 2 Students will locate the book on the shelf. 3. Student will sign the card and go through charging out procedure	1 Student will learn library rules and understand why they are necessary for the proper functioning of a library 2 Students will learn where materials are located in the library 3 Students will learn the difference between fiction and non-fiction books 4 Students will learn to use the card catalog and understand why it is so valuable in the library 5 Students will learn to recognize a call number in the card catalog and then locate the book on the shelf. 6 Students will learn terms that are commonly used in the library, both pronunciation and meaning 7 Students will learn where all materials are stored in the library 8 Students will become familiar with the processes for using all the materials in the library. 9 Students will learn how books are arranged on the shelves and the reason for this arrangement 10 Students will learn the Dewey Decimal Classification system headings. 11 Students will learn how to function in the library so that they can be self-sufficient and know a feeling of accomplishment.	Print How To Use the Library Gaylord Discovering Books and Libraries-Cleary Library Manual - Toser How To Use The Library and Media Center - Greer Library Instruction Guide - Shoestring Press New Library Key - Wilson Introducing Library Skills in Kindergarten - Denison Using the Card Catalog-Denison Using the Dewey Decimal System - Denison Teaching Library Skills Denison Using the School Library-Denison What Does a Librarian Do? - Dodd. At the Library - Follett Library Instruction Guide for Jr & Sr High School - Montclair School Library Teaching Program - N.Y. Library Assoc. Activity Book for School Libraries - Fargo Library Instruction in the Elementary School - Scarecrow School Library - Bowker Basic Library Skills - Milliken Find It Yourself - Scripture Primary Grade Activities - World Book Library Pictures - Oceana Book to Begin on the Library - Holt How to Use Books in the Library - Scribners Reading - Hayes Non-Print: Filmstrips (Sound & Non-sound) Library Workers - SVE Dewey Decimal System - McGraw-Hill. The Book - McGraw-Hill Introduction to the Library-Eye-gate Our Library-Encyclopedia Britannica. Our Library-Community Services. College Library Series-McGraw-Hill School Library Series-McGraw-Hill Library Tool Series-McGraw-Hill. How to Read a Novel-Eyegate Using Today's Library-Eyegate How to Grow Bookworms-Eyegate. Using Your Library for Better Grade & Fun-American Library Assoc. Using Your Library-Encyclopedia Britannica Media for Moppets-Educational Services. Transparencies: Basic Library Skills - Milliken. Visual Card Catalog-Eyegate Reference Tools & Study Skills-Milliken. Library Series - Technifax. Use of Library - 3M. Library Skills - Ideal. Library Instruction - Technifax. Using the Library - Eyegate. Library Reference Skills - Encyclopaedia Britannica.	1. Make a list of regulations which in your opinion would promote the use of the library by the greatest number of people at the same time If you think that no rules are necessary please justify your opinion 2 Make a list of regulations which in your opinion, would promote the sharing of library materials by the greatest number of people at the same time If you think that no rules are necessary, please justify your opinion 3. Write a short paragraph (using none of the commonly accepted library terms) describing to a newcomer the procedure for checking a book out of your school library Write another short description of the same procedure using library terms. Tell which description would be less confusing to a newcomer and why 4. Describe the method you would use to locate 10 books of fiction in your library. Explain whether or not you would find them quickly, and why 5. Describe the procedure you would use in locating material necessary for completing an assignment in the library. Then whether or not you would locate the materials quickly and efficiently and why 6. Have students write a copy of the Dewey Decimal System from the shelf, labels that they have constructed. Under each classification have the students write the types of books that are found there.

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SUBJECT AREA	LEARNING EXPERIENCES	RESOURCES & MATERIALS
LIBRARY SCIENCE **UNIT TOPIC** ORIENTATION TO THE LIBRARY **GRADE/AGE LEVEL** K - 8 **LENGTH OF UNIT** 5 Days Submitted by: Jacqueline Barnett & Sarah Kellogg	2. Show the location of shelf sections for fiction, non-fiction, biographies and reference 1. Name the 10 main classes for non-fiction in the Dewey Decimal Classification System. 2. Give the corresponding Dewey Decimal numbers for each of the ten classes named in the Dewey Decimal System	Tapes: How to Find a Book in the Library - Wollensak. Card Catalog - Wollensak. Dewey Decimal System - Wollensak. Reference Books Part I - Wollensak. Reference Books Part II - Wollensak. 16 mm Films Library Learning Centers Libraries are Kid Stuff. Other Materials: Dewey Decimal Classification Chart. Individual copies of the floor plan of the Library. Individual copies of the Library rules. Dictionaries.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LIBRARY SCIENCE UNIT TOPIC LIBRARY SKILLS GRADE/AGE LEVEL K-3 LENGTH OF UNIT 3 Weeks Submitted by: Jacqueline Barnett, Barbara Fairchild, Priscilla Fisher & Betty Golder	1. Story time will be an enjoyable experience. 2. Library vocabulary will become familiar to the user for effective usage of the materials. 3. Library materials will be used 4. Care of materials will include vocabulary about the materials and visible evidence of the conditions of the materials after usage	AFFECTIVE: 1. Given a designated time students will come to the Media Center for a story for enjoyment. 2. Given a list of simple library terminology students will be introduced to these concepts at their own level. COGNITIVE: 1. Given a display of AV software the students will be made aware of their proper use. 2. Given a display of print materials, students will identify their proper use. PSYCHOMOTOR: 1. Given a filmstrip students will learn to properly manipulate the filmstrip in the machine. 2. Allowed to select a book, the students will engage in the process of charging it out from the Media Center.	1. Coordination of print and non print: a. Students will be shown the book. b. Students will watch a sound filmstrip. 2. Students will show comprehension of the media being discussed through conversations and discussions. 1. Students will be given library terms. 2. The librarian will explain terms. 1. Students will be shown a. A record: how to remove it from the jacket, how to hold it, and how to place it on the machine. b. A filmstrip: how to remove it from the container, how to handle it, insert it in the viewer, and how to replace it in the container. c. A cassette: how to insert it in the machine with the tape on the proper side, and how to remove it. d. A filmloop: how to insert it in the machine, how to use the machine, and how to remove it. e. Systems 80 materials: how to remove it from the kit case, how to insert it in the machine, how to remove the materials and replace it in the proper kit case. 2. Students will engage in the activity of: a. Selecting a book from the shelf. b. Opening the book correctly. c. Turning the pages correctly. d. Carrying the book properly. 1. Students will be allowed to: a. Select a filmstrip. b. Remove from the case. c. Insert it in the viewer. d. View the filmstrip. e. Remove it from the machine and return it to the container. f. Return the filmstrip to the proper place. 2. Students will take the book they have selected and: a. Write their name and room number on the proper line. b. Bring the book to the charge-out area and have the book card and the date due stamped. c. Properly carry the book from the Media Center. d. Maintain proper care of the book while it is in their possession. e. Assume the responsibility of returning it to the Media Center by the date due.	SCIENCE: 1. Aid the students to understand "where the book lives" on the shelf (classification of the books) 2. Direct the students to the proper shelf area to locate the science materials they need. SOCIAL STUDIES: 1. Allow the students to select filmstrips about social studies. 2. Allow the students to go through the process of using them. MATHEMATICS: 1. Students will select a Math tape. 2. Students will go through the process of using it. ENGLISH: 1. Students will select a media kit about fairy tales. 2. Students will go through the process of properly using it.	1. Given a librarian and a Media Center, students will decide to use the facilities or not. 2. Given a storytime in the Media Center, the students will express their feelings about the story. 3. Given library terminology, the students will decide the alternative between using the library terminology or using their own terminology. 4. Given a selection of hardware in the Media Center, the students will select the mode they wish to use and learn to use it. 5. Given a selection of software in the Media Center, the students will select the media they wish to use and learn to use it. 6. Given directions on charge-out procedures, students will decide whether to borrow a media or not.	16 MM: Libraries are Kids Stuff. NON PRINT: Filmstrips: Introduction to Library - Eyegate Our Library - Community Services. Media for Moppets - Educational Services. How to Grow Book Worms - Eyegate. Transparencies: Basic Library Skills - Milliken. Using the Library - Eyegate. PRINT: Developing a Successful Elementary School Media Center by Glogau. The School Library Media Center by Davies. Find it Yourself by Scripture. How to use Books in the Library by Scribner. How to Use the Library by Gaylord. Discovering Books and Libraries by Cleary. How to Use the Library and Media Center by Greer. Using the School Library by Denison. At the Library by Follett. Introducing Library Skills in Kindergarten by Denison Library Instruction in the Elementary School by Scarecrow. PERIODICALS: Media & Methods. K-8 Previews. Library Journal School Library Journal. Wilson Library Bulletin Horn Book.	1. Discussion of the story to discover the degree of comprehension. 2. Play a quiz game involving library terminology. 3. Observation of students using hardware to determine extent of proficiency. 4. Have students select a non-print material and explain proper use and care. 5. Treasure Hunt to locate books on the shelves. 6. Children come to the charge-out desk area and prove they can correctly charge out a book.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES:	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC HOLIDAY ART PROJECTS GRADE/AGE LEVEL 1st Grade 5 7 Years old LENGTH OF UNIT MAJOR HOLIDAYS OF THE SCHOOL YEAR Submitted by: Donna Earnest, Shelia Cardarelli, Rosemary Dellerba, Joanne Russo, Beanlegee School & Margaret Gregory, Jefferson School	1. MAN & HIS SELF IMAGE. Students will take pride in his finished product. 2. MAN & HIS INTIMATES. Students share finished product with families and peers. 3. MAN & HIS COMMUNITY. The home provides materials for making a variety of things. 4. MAN IN HIS PHYSICAL ENVIRONMENT. Many things can be made of scraps, materials found in his classroom and the home. 5. MAN AT WORK & PLAY. Art work and art play have many parallels. 6. SAME AS 5. 7. MAN AS CREATOR & EXPLORER. There is a variety of art material. 8. MAN IN CONFLICT. Sharing often resolves conflict. 9. MAN & HIS GODS. Our talents are precious gifts.	October: I. The student is able to construct a Halloween Goblin out of construction paper and paste. (Sensory, psychomotor) Given multi colored paper, he will choose the color he likes the best and proceed to make a Halloween Goblin. (Affective). The student follows through on multi stepped activities. (Cognitive). November: (2) Given construction paper and old magazines the students will construct a magazine turkey. (Sensory, psychomotor) Given magazine pictures and words, the student will tell why he chose the word for the turkey. (Affective) The student predicts outcomes. (Cognitive). December: (3) The student will be able to assemble a Santa mobile using a coat hanger, construction paper and nylon stockings. (Sensory, psychomotor). Given the materials, the child will be able to depict how he envisions Santa Claus. (Affective). The student foresees problems and or solutions. (Cognitive). February: (4) The student will be able to create a decorative animal through the use of heart shaped construction paper. (Sensory, psychomotor). Given materials the child will construct his favorite animal. (Affective). The student identifies and applies ordering terms such as first, last. (Cognitive). Easter: (5) The student will construct a Funny Bunny from a salt or oatmeal box. (Sensory, psychomotor). Given materials, the child will be able to make his Easter Bunny as he sees it. (Affective). The student produces alternative implications, inferences, possibilities. (Cognitive).	(1) Cut a large half circle from construction paper. Bring the two corners of the straight edge of the half circle together to form a cone. Paste. Add two long curled paper strips for the antenna. Make big ears, eyes, a nose and a mouth. (2) Students will cut out separate letters for the body of the turkey, spelling roast turkey. Students will clip out Thanksgiving dinner food items to make the tail and turkey legs. Students will paste separate letters to make the main part of the body. Use the words to make the tail. Arrange before pasteing. Students will finish by drawing the head and feet with a black crayon or cut out of colored paper. (3) Bend wire hanger into diamond shape. Pull nylon stocking over entire hanger. Tie front end of stocking at bottom of hanger. Cut from red paper a red stocking hat, glue to top part of hanger. Apply cotton batting for beard, glue in place. Cut and place eyes, nose, and mouth. (Reasoning: Identifies and applies ordering terms such as first, last. (4) First, trace hearts of various sizes on red, pink or white construction paper. Second, cut out hearts. Third, assemble to form animal. Fourth, glue together. Last, add facial features. (5) Paint the box with watercolor of your choice. Cut out ears and color them with crayons, stick them in hole in top of box. With crayons give them facial features. Add a construction paper bow tie and fringe of different colors.	(1) LANGUAGE ARTS: Read a story. (2) LANGUAGE ARTS: Read a Thanksgiving Day story. MUSIC: Sing a Thanksgiving Day song. (3) Fingerplay: Santa Claus, Santa Claus. Down the chimney dear Santa Claus crept. (make loose fist with left hand, insert right finger into it). Into the room where children slept (place three fingers of right hand on palm of left). He saw their stockings hung in a line (suspend three fingers of left hand). And he filled them with candies and goodies. (make motions as if filling stockings) Altho' he counted them 1, 2, 3, (make motions as if filling stockings). The baby's stocking he could not see, Ho! Ho! said Santa Claus, "That won't do." So he popped her present into her shoe. (cup left hand and put finger of right hand into it). Make a Valentine, Snip, snip the paper.(extend index and middle fingers horizontally, and move them up and down). Paste, paste, paste the paper. (move index finger over palm of other hand). Press, press, press the paper. (press palm of one hand into other). Here's a Valentine for you. LANGUAGE ARTS: Read a story. (4) Fingerplay: Make a Valentine. (Same as 3 above). LANGUAGE ARTS: Read a story. (5) MUSIC: "Here Comes Peter Cottontail". LANGUAGE ARTS: Easter Bunny's Surprise. Fingerplay: Little White Bunny by Edna Bevan.	Value Confrontation: (1) Child expresses his feelings with regards to the colors of the season. (Recognizes need for choice). (2) The child may use the color he wants the most. (Identifies an alternative). (3) The child through insight and general knowledge, should be able to pick the appropriate color without peer pressure. (Analyzes alternatives in the light to consequences). (4) The student will show his teacher his pumpkin in an individual conference. (Freely chooses among alternatives). (5) The student will tell the teacher why he made that color pumpkin. (Internalization of choice). (6) The child might be faced with the problem of not having the color he chooses. (Re-evaluates consequences in the light of new experience).	(1) Construction paper and paste. (2) 12"x 12" construction paper any color. Scissors, paste or glue, old magazines. (3) Coat hanger, red construction paper, nylon stocking, scissors, glue, cotton batting and hat pattern. (4) Red, pink and white construction paper, scissors, glue, crayons or paint. (5) Salt or oatmeal boxes, water colors or crayons, white construction paper, scraps of construction paper, glue, pattern for ears. (6) The Small Singer, Bowmar Publishing Co. Glendale, Calif. (Holiday songs). 1969.	(1) The child will be able to reproduce a goblin using their favorite color to recognize accuracy. (2) The children will be able to correlate words used with the meaning of Thanksgiving and is able to construct a turkey through his own insight. (3) The students will be able to follow directions in sequential order to construct a Santa mobile. (4) Children will be able to assemble through their own creative efforts, an animal likeness from hearts. (5) Children will assemble a Funny Bunny from materials given, so a likeness exists.

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ART UNIT TOPIC PAINTING WATERCOLOR CRAYON RESIST PAPER MOSAIC GRADE/AGE LEVEL Grades 3 & 4 LENGTH OF UNIT 120 Minutes Submitted by: Susan Cardamone Kemble/Conkling School	MAN IN HIS ENVIRONMENT We can get ideas from flowers to be used in our art work.	1. Given the theme of flowers, the student design a motif and create a crayon and watercolor resist painting to a 75% of accuracy. (Affective, psychomotor). 2, Given paper and tempra paint, 80% of the students will create two works of art based on a chosen flower theme. One work of art will contain tints and shades of the primary and secondary colors made from paper. The other will be an exact duplicate of the same flower theme rendered in tempra paint.	1. Given crayons, paper, and watercolor paint, the student will create a resist painting with the following steps (a) Draw pictures of flowers on paper. (b) Color flowers darkly with various colors of crayons. (c) Finally paint over entire paper with colors of paints chosen by student. 2. Given paper & tempra paint, the student will first creaté a paper mosaic design with the following steps: (a) Draw simple flower designs on paper. (b) Cut small squares of paper using primary and secondary colors. (c) Fill in flower design with small squares of color to create paper mosaic. Next the students will create a tempra paint flower design, exactly duplicating the paper mosaic in color and design using the following steps: (a) Draw flower design on paper. (b) Fill in some areas of the design with primary colors. (c) Mix primary colors to form secondary colors. (d) Fill in rest of design with secondary colors.	Science lesson - Study various flowers and draw a picture, labelling parts of a flower. Math lesson - Use petals from real flowers for math problems in solving addition and subtraction problems. Language Arts - Write stories and poems about flowers, finally adding a painting to accompany the story or poem. Social Studies - Study the culture of Hawaii. Paint pictures of Hawaiians in native dress and national flower.	After discussing the steps involved in a resist painting, the students may choose to use the sequence discussed or create their own sequence of steps. (Clarifying Value).	Arts and Activities - all issues. Better Homes & Gardens April 1974 May 1974 Compton's & World Book Volume F Flower posters (Teacher's collection.) Playing cards - flower pictures contained on backside. (Teacher's collection). Clothing of students worn day of lesson, that contain flower designs.	1. 75% of the students will complete a resist painting using crayons and watercolor paints according to instructions. 2. 80% of the students will complete two matching works of art based on a flower theme. One will be a paper mosaic, the other will be a tempra painting.

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ART UNIT TOPIC ELEMENTS OF DESIGN SUB-TOPICS COLOR LINE SHAPE TEXTURE VALUE * See explanation of above on following pages. GRADE/AGE LEVEL GRADE THREE LENGTH OF UNIT	1- MAN & HIS IMAGE: Every person has one or more favorite colors. 2- MAN & HIS INTIMATES: It is easy to draw people when we consider them as "elements of design". 3- MAN & HIS COMMUNITY: People who work in our community often wear special uniforms that contain elements of design. 4- MAN & HIS PHYSICAL ENVIRONMENT: We can look around us at natural things and man-made things and we can see elements of design. 5- MAN AT WORK: We can get many wonderful ideas from the types of work people do to create a work of art. 6- MAN AT PLAY: Children play with things that contain all the elements of design. 7- MAN AS CREATOR/AND EXPLORER: When we create a work of art we are creators and explorers. 8- MAN IN CONFLICT: Sometimes a color can make us sad or happy and combined with the other elements of design, a picture can make us feel different things inside. 9- MAN & HIS ASPIRATIONS & FEARS: Sometimes artists use special elements of design (exaggerated) to create fearful images that represent the devil, monsters, dragons or bad spiritual things. 10-MAN & HIS GODS: In the past artists used certain elements of design such as symbols and colors like gold & purple to signify their image of higher beings like God or angels	1 - Given the color wheel as illustration and motivation, the student will identify his chosen color or colors. (Cognitive & Affective). He will then design a work of art using that color or colors as a theme. 2 - Given a theme of a costume or birthday party, the student will choose a particular event (either imaginative or realistic) and create a painting. Student will verbally identify to teacher who the people are. (Cognitive, Affective & Psychomotor). 3 - Given uniforms as a theme the student will compare and contrast uniforms of community helpers. Given appropriate materials the student will then design and construct a uniform using the elements of design in choice of materials. (Cognitive, Affective, Psychomotor). 4 - Given a theme of "elements of design exist all around us", the student will verbally list 5 man-made or natural things. Student may argue a position as to choice and may promote a growth of new ideas in his classmates. Student will then create a work of art based on his choice of one thing. (Cognitive, Affective, Psychomotor). 5 - Given types of work people do as a theme, the student will identify some finished products such as nets, furniture, sewing machines, pottery, crafts like candle making, cars. The student will create and construct a work of art based on a product produced by people who work. (Cognitive, Affective, Psychomotor). 6 - Given children at play as a theme, the student will verbally list and then choose a particular game or games and create a collage of items used in the game. He will repeat patterns, overlap patterns, give texture to objects, outline partially and color some parts to emphasize certain elements. (Cognitive, Affective, Psychomotor). 7 - Given the theme of exploration the student will verbally list 4 types of exploration (such as underwater, space, jungle, ruins). The student will choose one to illustrate. He will mix tempera colors from the primaries, get secondary colors and tints and shades with white & black. (C. A&P).	1 - Given magic markers and scraps of fabric, the student will create a 12x14 collage representing his theme on a favorite or choice of colors. This will be a non-objective work of art. 2 - Given pencils the student will first make a sketch, then use water-color paints mixing the secondary from the primary colors to create a painting of a costume birthday party. 3 - Given large fabric, old sheets, paper, old jewelry, staplers, etc., the student will design and construct a uniform and a hat to match, using all the elements of design. 4 - Given a 3/4 pine block the student will sand all the edges (discuss texture), then student will draw his choice of subject on the pine block and outline with wood burning. He will use cray-pas, colored pencil and shellac. He will have his work of art contain all the elements of design discussed. 5 - Given appropriate material such as wood scraps, fabric, yarn, string, paper, and directions the student will create and construct a finished work of art based on a consumer product. (Macramae, pottery, cardboard furniture, machines made by gluing wood and metal scraps). 6 - Given an assortment of materials, old magazines, string, glitter paper, and directions, the student will create a collage using all the elements of design in his creation. 7 - Given the theme and directions on mixing tempera paints the student will create a painting based on exploration using the elements of design in various ways which will be identified and demonstrated by the teacher. 8 - Given heavy white cardboard, the student will construct a pair of glasses ac-	1 - SCIENCE: Student will be exposed to basic prism and absence and presence of light, and how light relates to color. 2 - LANGUAGE ARTS: Students will write a paragraph or short story on family or friends enjoying a special occasion meal at a restaurant. 3 - SOCIAL STUDIES: Students will study about their community helpers. 4 - MATH: Everything in nature has proportion and size, shape, length, breadth, depth. Things can be measured. 5 - Work can be fun and helpful. Classroom teacher will emphasize the need for sharing clean-up duties and keeping supplies in order. 6 - PHYSICAL EDUCATION: Children play. They play games, they dance, sing, play musical instruments and many other things. 7 - INDUSTRIAL ARTS: Students learn how to work with tools. Tools help us create things and also we can use tools to explore other possibilities on how to make things. 8 - READING: Students may read stories about children in conflict; it may be danger, decision making or day-to-day life. 9 - MUSIC: When we listen to music we may feel certain things like fear or soaring to great heights. Music often makes us feel something inside. 10 ART APPRECIATION: When we look at certain works of art we can understand many things because we have studied about them. When we	A. The student will recognize the need to choose certain elements of design to stress in each work of art. Student will recognize the need to choose a subject (generally based on a theme) so that he can begin a work of art. He will recognize the need to choose colors according to what he expects from the finished work of art to express the mood intended. B. The student will verbally identify the choices and alternatives given at the beginning of class - such as mixing colors, using tools, selecting subject matter, & expressing ideas. C. Student will verbally analyze the alternatives in light of the consequences by considering what two primary colors mix to get the desired secondary color - what tools should be used to obtain the desired results - what composition reflects ideas the student wants in finished product, and how "elements of design" reflect thoughts in a work of art. D. The student can freely choose among the alternatives, whether this be media (art tools and supplies), choice of subject within a theme, (papier-maché mask - realistic or imaginative), and what he wants to do with a finished work of art (take it home to hang, give it away, hang it in school).	Prism - cellephane colors used to create secondary colors, color wheel. "Creating With Found Objects" by Lothar Kampmann. "Creating With Space & Construction" by Lothar Kampmann. "Creating With Puppets" by Lothar Kampmann. "Beginning Experiences In Architecture" by George E. Trogler. "Children Make Sculpture" by Elizabeth Leyh. "Building With Wire" by John Lidstone. "Primitive Art/Masks" by Douglas Fraser. "Pop Art: Projects for Young People" by Merz. "Cookies & Breads: The Bakers Art" by Johnson. "Banners & Hangings" by Norman Laliberte. National Geographic, Yankee Magazine. "Exploring With Paint" by Gerring. "Painting With Crayons" by Laliberte. "Creative Drawing" by Rottger/Klante. "Silhouettes & Shadows & Cutouts" by Mogelon. "Drawing With Pencils: History & Modern Techniques" by Laliberte. "The principles of Pattern" by Proctor. Art slides from Munson-William-Proctor Institute. CONTINUED	1 - Teacher will note th student's choice of color/colors and judge the creative effort based o repetition of colors an non-objectivity of art work. 2 - The teacher will judg the student's effort to create a sketch using a number of people (all with basic essentials/n stick people) and a varied menu. The colors will be mixed from the primary colors as directed. 3 - The uniform will contain texture by using different types of fabric line by drawing on with magic markers, shape by cutting outside and perhaps drawing shapes inside the costume, colors chosen to enhance certain forms and patterns. The costume and hat will contain all the elements of design. 4 - The teacher will judg the sanding on the pine block, the design filling the complete space, the elements of design contained within the work of art. 5 - The teacher will judge the student's work based on a finished product - it will be neatl worked and contain one or more basic elements of design which the student will verbally identify. 6 - The teacher will ask the student to verbally identify overlapping, repeating, size, texture and shape within their design. 7 - The teacher will ask the student about his particular choice of exploration and the student will be able to mix the secondary colors from the primary ones and also mix tints and shades from black and white and be able to use them within the work of art.

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ART UNIT TOPIC ELEMENTS OF DESIGN SUB-TOPICS COLOR LINE SHAPE TEXTURE VALUE * See explanation of above on this page. GRADE/AGE LEVEL GRADE THREE LENGTH OF UNIT CONTINUED		8 - Given a color as a theme to create moods, the student will list colors that make him sad or happy, angry or fearful; he will choose a color and construct a pair of glasses to view his surroundings and exchange and share the glasses with others when he is finished. (Cognitive, Affective, Psychomotor).	cording to directions and glue his choice of cellephane color for the lens.	look at Indian masks we know why people made them a certain way - maybe they wanted to scare somebody, or maybe they wanted to make people think they were animals.			8 - The teacher will judge the glasses on neatness and creativeness in construction. The teacher will ask the pupil to verbally identify his feelings when the student looks through different colors.
		9 - Given a series of slides of monsters and/or looking at magazines and illustrative materials the student will verbally identify some of the elements of design he sees. Students will share their ideas with others around them and create a painting of something supernatural or imaginative, like a dream. (Cognitive, Affective, Psychomotor).	9 - Given water color paints, the student will create a painting using a supernatural monster, or imagination as a theme. The painting will be motivated through the use of slides, and other illustrative material.				9 - The teacher will as the student to state one particular feeling within his painting. It must be super-natural or imaginative in theme and contain some of the basic elements of design learned previously.
		10- Given illustrative material the student will compare and contrast the symbols and elements of design he sees. The student will question certain ideas and identify certain elements of design in the illustrative material. He will then construct and design a mask representing a spiritual, religious subject. (Cognitive, Affective, Psychomotor).	10- Given papier-maché and directions the student will design and construct a mask using the elements of design in construction and painting.				10 - The finished mask must be made solid wit papier-maché accordin to directions. It mus contain some two dimensional qualities such as eyes, nose, eyebrow chin, hair, and contai all the basic elements of design by paint or construction.

* EX

* **EXPLANATION OF ELEMENTS OF DESIGN:**

LINE is a continuous mark made by a pencil, brush, etc., forming an element of a design as opposed to shading or color.

SHAPE, or space is the intervals, unoccupied areas and voids between and among objects and positive shapes in a composition

TEXTURE exists in all things or objects - it is the actual roughness or smoothness of a surface or the illusion of same.

VALUE creates pattern or form.

COLOR: establishes mood. When color is combined with line, shape, texture and value, the visual possibilities are infinite

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ART UNIT TOPIC MOTION & SOUND GRADE/AGE LEVEL Grades 4 6 LENGTH OF UNIT 60 Minutes Submitted by: Frances Ridgway Roecker Hughes School	MAN AS CREATOR AND EXPLORER Dance is an art form containing the Elements of Design Motion/Sound/Color/Form/Texture/Line/Shape. Dance is motion organized on a theme. Dance is combined with music and sound to create a mood or feeling. Dance positions contain horizontal, vertical, oblique, curving, strong, delicate and precise lines.	1. Given four or more short dance demonstrations to various music selections, the student will analyze the motions according to the principals of the Elements of Design developed during the art course to a 100% of accuracy. 100% of the students must show evidence of having considered each movement from their own point of view by stating these views in writing.	1. Given the motivation and demonstration, the student will (a) Describe inner feelings from watching the dance demonstrations in one paragraph. (b) Draw six or more simple figures that illustrate the movements seen in the various dance demonstrations. (c) Describe in three or more sentences the relationship between Art, Music, Dance, Creative Writing and Drama. (d) In one sentence, state one or more new thoughts or ideas received from the dance demonstrations. (e) List the Elements of Design.	Humanities Studies Combination of Music & Art. Machine Age Art Use of materials of machines to make objects and buildings of new age. Bauhaus, Breuer, Kandissky. Machine Music New instruments, new music. Electronic and computerized music. Voiceprints. Compositions. Line in Art Composition, direction, contrast. Line in Memling, Van Gogh, Picasso, Dubuffet. Line in Music: Melodic line. Line in composition. Line in works of Beethoven, Sibelius, Tchaikovsky, others. Impressionism in Art: Catching the moment of light, colors that blend before the eyes. Monet, Pissarro, Renoir. Impressionism in Music: A new music of instantaneity and impressionism. The French Impressionism of Debussy.	The student will write the answers to the questions in the Learning Experience column. By answering the questions about inner feelings the student will clarify his/her feelings as part of his/her understanding and awareness that has to be considered in decision making.	Invitation to Music & Art. Series of: Records & Art Books by by Fine Arts Publications, Inc. 1346 Chapel Street, New Haven, Conn. 06511.	1. Every student will identify in writing the Five Elements of Design to a 100% of accuracy. 100% of the students will complete in writing the five steps in the Learning Experience column. (If time permits) 10% of the students will physically demonstrate and repeat Dance Lines In Space remembered from the demonstration.

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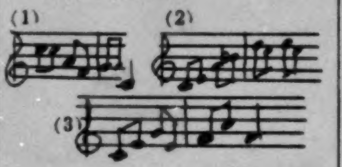
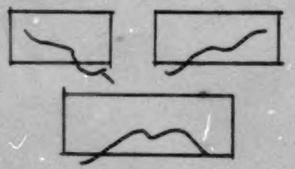
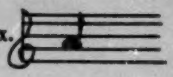
MUSIC UNIT TOPIC ELEMENT - MELODY GRADE/AGE LEVEL 5th GRADE LENGTH OF UNIT 4 WEEKS	1. MAN & HIS SELF-IMAGE 2. MAN & HIS INTIMATES 3. MAN & HIS COMMUNITY 4. MAN & HIS PHYSICAL ENVIRONMENT 5. MAN AT WORK 6. MAN AT PLAY 7. MAN AS CREATOR & EXPLORER 8. MAN IN CONFLICT 9. MAN & HIS ASPIRATIONS & FEARS 10. MAN & HIS GODS Consult numbers above for strands given: (a) Melodic Contour 1-The tones of a melody may go up, down and/or across * 5, 4, 1, 2. 2-The contour of a melody can be illustrated, 7, 4, 5, 6. 3-A melody can be smooth or jagged, 8, 7, 1, 9. 4-Melody is dependent upon the text of a song, 9, 7, 2, 1, 10. 5-The tones of a melody may be identified and duplicated, 4, 9, 1. (b) Melodic and Rhythmic patterns in Melody. 4-Melodic patterns may be notated and read, 5, 8, 7, 4. 5-A musical score is a permanent record of a composition, 3, 7, 10, 5, 1.	SENSORY PSYCHOMOTOR (a) 2. Given 3 melodic phrases with varying contours, the student will show the contour of each in a variety of methods - design, body motion singing, written tracing. (a) 4. After discussing the relationship between text and melody, the student will demonstrate by singing, clapping, playing or composing, the interdependency of both. (a) 5. Given a tune to hear, each student will volunteer to sing or play back tonally the identical tune. AFFECTIVE: (a) 3. Given melodic phrases (or like substitute) to read, observe, or hear, each student will choose those considered to be jagged or smooth in qualities giving arguments for his decisions. (b) 5. Given the definitions of terms score and notation, each student will choose a notation for his short score using standard or original notation; if original it must be key-coded so that scores can be interchanged and performed. COGNITIVE: (a) 1. Given the placement of notes on a staff, each student will name notes that move up down, or stay the same (across).	(a) 1. Find objects in the room that are above, below or on the same level - construct sentences to show relationship of each. (b) Find notes that move up, down, and across - pass terms around room note to note in a small group of phrases. 2. (a) Trace patterns of melodic line both mentally and with motion of notes on the staff. (b) Place design of notes in an empty square - transfer positions as notes are located on the staff (extend above or below if called for). (c) Listen to sound contour and match with corresponding design. (d) Make a hand pattern showing how notes move for each of the 3 phrases. (e) Number each phrase box 1, 2, or 3 and place in correct phrase box. (f) Divide class into 3 groups - each group sings only his phrase 1, 2, or 3. 3. (a) Establish the terms jagged and smooth visually through objects and drawn cks. (b) View and discuss group of works by famous modern artists - argue each as jagged or smooth. (c) Students find and list examples from "top 40" on radio to illustrate melodies they hear to be jagged or smooth. (d) Take 4 examples of music literature (symphonic poem) with contrasting shape and identify the quality of each in relation to title.	A. 1. (a) ENGLISH - Sentence construction using words above, below, or same, utilize objects in room or relate to other desired material. (b) COMMUNITY - Tutoring (a) Students capable of helping those having difficulty. (b) Taking turns - sharing-importance of each person learning material. (c) Feeling of personal accomplisgment. 2. (a) MATH - Finding fractional parts (3rds) addition of whole and fractional parts. (a) Divide squares into 3rds whereby notes can be located on staff by position in the square. (b) Make note-arithmetic problems - add up note value to match phrases already given, ex. - difference between an 8 or a 4 beat phrase. (b) ART - Graphic design in black, white, or color. (a) Devise square designs to compliment phrases. (b) Add color and line to show texture or mood of phrase, or reverse procedure. (c) Student designs initiate melodic phrases to compliment them. (c) PHYS. ED. - Hand or body compositions. (a) Perform a body or hand motion to show how each phrase varies in shape and structure. (b) Expand performance to include texture and mood, or reverse procedure. (c) Motions precipitate corresponding melodic phrases. (d) READING - Directions followed, follow and match contours to phrases without benefit of any aural help. 3. ART - Sketches of jagged or smooth objects. Discovering what makes objects jagged or smooth by sketching them.	A. 1. (a) Does the position of one note make a difference in the total feeling of the tune? (b) What would happen if a song moved all up, all down, or stayed the same? (c) Do certain instruments sound better when they play up, down, or stay the same? (d) If you were a note, what way would you prefer to jump? (e) Is up and down on an instrument the same as anywhere else? 2. (a) Is musical notation a sensible way to show how a melody is shaped? (b) Why limit a staff to 5 lines - why not 6, or 3? (c) Is it easier to sing/play a song if you can distinguish its contour? (d) Why learn about rhythm if you already know the contour of the melody? 3. (a) Can a musical composition be both jagged and smooth? (b) Do the characteristics of the terms change as we sense them differently? In other words, is jagged different when we see, feel, hear, or create something jagged - likewise smooth. (c) Are there sufficient reasons two different people might find the same example opposite in its characteristics? (d) What feelings or characteristics do just the words jagged and smooth bring to mind? 4. (a) If you take the lyrics away from the music, or vice versa, is either effective on its own? If so, in what way? (b) Do some words seem to fit better than others for a particular melody, even though both follow the rhythmic line? (c) Do advertisers use the relationship of melody and text to sell their products?	A. 1. (a) Objects in classroom (b) Board for sentence construction, ex. The clock is above the chair. (c) Song "Coffee" - p. 21, Gr. 6 *M. M. Y. O. - always stands for Making Music Your Own Silver Burdett. 2. (a) "No One Knows" - p. 130, Gr. 5 - M. M. Y. O. (b) Ditto sheet - separate phrases  + squares for designs  (c) Melodic instrs. - ex. piano, resonator bells, xylophone. (d) Record - "No One Knows" - Gr. 5 - M. M. Y. O. p. 120. 3. (a) Crayons - magic markers, colored pencils, manilla or white paper. (b) Hair brush, egg velvet sand-paper (other exs. of objects). (c) Webster's Dictionary. (d) FAMOUS MODERN ARTISTS from CEZANNE to POP-ART - Charlotte Williard 50.92 Wil Mid-York Library C. 2. YP 1-SOUVENIR OF OCEANIA - p. 46 Matisse. 2-CHRISTINA'S WORLD - p. 85 A. Wyeth. 3-CAMPBELL SOUP CAN - p. 107 Warhol. 4-AUTUMN RHYTHM - p. 25 Jason Pollack. 5-THREE MUSICIANS - p. 16 Picasso. 6-CATARAT V - p. 97 Briget Riley.	A. 1. GAME - Divide into teams. Sight-read the example (Song chosen by teacher or student) taking turns. Students score themselves. ORAL - Quick examples throughout class - identify the interval you're given. WRITTEN TEST - Student writes in the note to complete the answer. ex.  write a note that jumps above the note given. 2. CONTRACT - Do (A) or (B) (A) Choose at least 2 of the following methods: 1-Place design of notes in squares to show the location of notes on staff. 2-Listen to taped section and match each with a melodic phrase. 3-Invent your own phrase contours (at least 2) and compose a melody that follows from each design (2 measures). (B) Complete 3 of 5 examples and include activities learned to show the contour of each - for example you might choose to: 1-Perform a dance composition. 2-Design a picture graph or 3-Demonstrate on a classroom instrument. OBJECTIVE TEST - Multiple choice - Use visual squares, familiar and non-familiar phrases, listening graph designs within questions given. DRAMATIC PRESENTATION - Illustrate 3 phrases of varying contours on a graph of your choice. Present to class using your own body or hand motions to portray the graph you've made. 3. MINI-PANELS - Join a panel (teacher may divide class) (a) Jagged (b) Smooth (c) Changing (d) Contrasting 1-Hear short examples of 10 selections. 2-Choose those that apply to your panel and argue your choice. (CONTINUED)

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ART **UNIT TOPIC** **USE OF TEXTILES IN CREATING PUPPETS** **GRADE/AGE LEVEL** 4 - 6 **LENGTH OF UNIT** 240 Minutes. Submitted by: Joyce Gimelli Kernan/ Roosevelt School	**MAN AND HIS SELF-IMAGE:** Children project themselves into their art work.	A. Given media and instruction the student will create a three-dimensional, smooth papier mache puppet head, which will include eyes, nose, mouth, ears, neck, and at least one other detail, such as eyebrows, chins, cheek bones, crown, earrings, etc. B. Given papier maché puppet head previously made and instructions, the student will choose (affective) between 2 and 4 contrasting colors and paint (psychomotor) between the puppet head and neck, creating a mood (affective) or expression on the puppet-face. C. Given media and instructions, the student will create a pattern (psychomotor) using his hand as a guide, choose (affective) colors and texture of fabric to match painted head, tracing (psychomotor) pattern twice on fabric and sewing the fabric together, creating a body for the puppet-head. (psychomotor). D. Given the painted puppet-head and sewn body, the student will assemble the head and body together, (psychomotor) creating a completed (psychomotor) puppet head that expresses the feelings and mood of the student. (affective).	A. The student will wad, role, mold newspapers to the shape of a head and neck. 2. The student will tear strips of papers, dip them in papier maché paste, wrap them around head and neck. 3. The student will wad, roll or mold wet (pasty) news-paper to form eyes, nose, mouth, ears, etc. He/she will keep them on by putting strips over them. 4. Student will smooth all newspaper edges and paste. B. 1. Student will choose between 2 and 4 contrasting colors, paint the head and two inches of the neck. The paint should reflect an expression or mood. C. The student will make a pattern on paper for the body of puppet that will fit his hand and wrist, and cut it out. 2. The student will put a no. 1 and no. 2 on the back. 3. Student will choose a color and texture of fabric to coordinate with the painted head, trace a no. 1 and 2 on the fabric with a crayon and cut the fabric out. 4. The student will hand-sew the fabric sides together, leaving neck open. 5. Student will sew the basted fabric on a sewing machine. D. The student will glue the puppet head and neck to the fabric body.	1. HUMANITIES (drama/ English: The completed puppet can be used in plays to stimulate drama and reading. If the students write their own plays, other areas involved would be writing, spelling, and many aspects of the English class and the English language. 2. HOME ECONOMICS: The use of fabric can be related to home economics they will soon be encountering in school and at home. 3. SCIENCE: General science and anatomy can be related to the sculpturing of the face and neck connecting the body to the neck, and an awareness of the anatomy of the hand, fingers, and wrist.	The student may take personal responsibility and accept the consequences of each part of this project toward the completed puppet. The student may correct his own mistakes, re-evaluate past experiences and ask advice on color, size, etc. to assist in making decisions. The student may help others and may accept help and ideas from peers. The student may also plan for the future, knowing he must be responsible step by step, from the beginning of the project to its conclusion. For a deliberate mistake or carelessness at one step (such as a messy, rough job in papier maché) will cause problems at another step (painting will be difficult).	**ART MEDIA:** Papier maché paste. Newspapers. Tempra paints and brushes. Fabric. Needles and thread. Glue. Sewing machine. Scissors. **RESOURCES:** Crafts for Today's Schools by George Horn 1974 Davis Publications Inc. Art for the Elementary Schools The University of the State of N.Y. - The State Education Dept. Puppet Making Through the Grades 1974 Grizella Hopper Davis Publications Inc. Mask Making by Mathew Baranski Davis Publications Inc. 1974. Exploring Paper Maché by Victoria Betts Davis Publications Inc. 1973	In 240 minutes, 100% of the students will complete one puppet which portrays a mood or expression and which includes the following: A papier maché head and neck with eyes, nose, and mouth, - painted using 2 to 4 contrasting colors. The fabric clothes will complement the painted puppet head.

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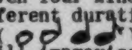
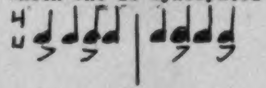
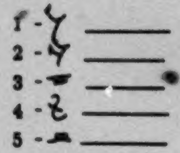
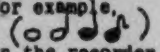
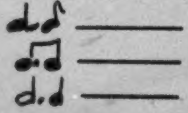
MUSIC UNIT TOPIC RHYTHM GRADE/AGE LEVEL GRADE 4 - 9 YRS OLD LENGTH OF UNIT 4 WEEKS	I. PULSE - Aspirations, Gods, Intimates, Self-Image, Conflict, Community, Physical Environment, Play, Creator & Explorer, Work. 1 - A great deal of music but not all music has an audible underlying and repeating beat. 2 - Bodily movement is a natural response to music and a vital way of interpreting music. 3 - The strongest pulse is the first beat of each group. II. TEMPO - Aspirations, Gods, Intimates, Self-Image, Conflict, Community, Physical Environment, Play, Creator & Explorer, Work. 4 - Mentally determining the tempo and rhythmic flow of a song is a skill and also is an important aspect of interpretation. 5 - The rate of speed at which the music moves may vary from slow to medium to fast. III. SOUNDS & SILENCES - Intimates, Community, Physical Environment, Play. 6 - Music consists of groupings of longer or shorter sounds or silences which must be felt. 7 - The rhythmic flow of music never stops, even there is no sound and these silences are marked by rests which correspond to notes in time value. IV. SUSTAINED SOUNDS - Play, Work. 8 - An important aspect of rhythm is the relationship among notes of different duration. 9 - Dotted rhythms break up the smooth of a rhythm pattern and	AFFECTIVE 1 - Given a movie on homemade instruments, each student will choose one rhythm instrument to design which produces a good steady beat. AFFECTIVE 2 & 3 - Given the folk song "Cindy", which the student has heard before, each student will be able to identify the strong pulse and will be able to show the beat moves in the song. COGNITIVE & PSYCHOMOTOR 4 - Given two bells from a bell set, each student will demonstrate his ability to accompany a song at two different tempos. COGNITIVE 5 - After listening to the first two movements of Symphony No. 40 by Mozart, each student will differentiate between the two movements as far as tempo is concerned. COGNITIVE & PSYCHOMOTOR: 6 - Given a triangle to play, each student will find out of a poem the place to play when there is a pause in each line. COGNITIVE 7 - Given a list of four note values, for example, sixteenth, eight, quarter and half, each student will identify the rest that has the same duration. COGNITIVE & PSYCHOMOTOR: 8 - Given four kinds of notes of different duration, for example () each student will improvise a short piece of music on a recorder which last a minute. 9 - Given the Fourth Grade Making Music Your Own book, each student will identify three songs which have many dotted rhythms. COGNITIVE & PSYCHOMOTOR 10 - Given two measures of 4/4 meter, one even and one uneven each student will demonstrate on the Conga Drum by sound which one is syncopated 	1 - View movie "African Musicians" on homemade instruments - view two filmstrips on "African Instruments" and "Folk Songs of Africa." 2 & 3 - Playing on a instrument, for example (a percussion instrument). Drawing pulses and beats on the board. 4 - Practice the accompaniment. Demonstrate how to play the bells. 5 - Discussion of concepts of tempo - Listening to slow movements and fast movements of symphonies. 6 - Demonstrate how to play a triangle. Discuss rest and pause in pieces of music. 7 - Work with instruments using notes and rests. 8 - Demonstrate the sound and method of playing a recorder. Discussion of improvising. 9 - Discussion of dotted rhythms. Sing some examples of dotted rhythm songs. 10 - Work with a Conga Drum on different beats. Discussion of 4/4 meter. Discussion of even and uneven beats. Discussion of Syncopation. 11 - Use songs with syncopated rhythms. Discussion of Syncopation. 12 - Discussion of folk music. Discussion of rhythm patterns. 13 - Discussion of meter. Sing a song for each kind of meter. Practice notes and rests in various meters.	1 - Discussion - Origin of instruments. Use in Social Studies while studying Africa or the Latin American countries. Constructing - instruments. Use in Industrial Arts while working with certain tools. 2 & 3 - Use of Lumi sticks - for beat in the Physical Education class bouncing a ball, clapping hands, stamping feet, all in the Physical Education classes. Moving in the room to the beats could be combined with a dance lesson in a Dancing class. 4 - (None) 5 - Use Ribbons and Lumi sticks for tempo in Physical Education classes. Use of feet and hands for beats in Physical Education classes. 6 - Read the poem in English class. Dramatize the poem, either for a Drama class or an English class. 7 - (None) 8 - Using improvising in different tumbling acts for Physical Education classes. Use Ribbons and Lumi sticks in Physical Education classes. 9 - Using movement - show how a dotted rhythm in a Physical Education class. 10 - Using movement show how the even and uneven beats are different in a Physical Education class. 11 - Practice certain rhythm patterns with clapping in Physical Education classes. Use Chinese Ribbons and Lumi sticks to show rhythm patterns in Physical Education classes. 12 - View films and filmstrips on various customs of the countries in Social Studies. Dress in authentic costumes of the countries Social Studies. Have a dinner with food from a certain country in Social Studies. Asking people from the community to talk about their various nationalities.	Rhythms can be used to show color or mood in many forms. What instruments and what rhythms can you use to demonstrate a certain color. Given many rhythm instruments, for example, bongos, maracas, triangles, resonator bells, or homemade varieties, such as rubber bands or coffee cans, the student will select at least three that he can use to demonstrate a certain color. After the student has selected his choices he will, using tempo, pulse, sounds and silences experiment with the instrument on color and then decide why he picked what he did. Now, the student will start to compare his ideas of rhythms and color with other students using the same color. Will his instruments put across the color that he wants it to produce? Does the student want to change his instrument or color or is he satisfied? Now, as a final step, the student will give this demonstration for the rest of the students and explain why he used what he used. Then a class discussion could come out of these ideas.	1 - Folk Songs of Africa - Filmstrip - Bowman Records. Africa Instruments - Filmstrip and record - Warren Schloat Co. Movie: African Musicians - Western Cinema Guild. Book: How Man Made Music - Buchanan - Follett Co. Making Music Your Own - Silver Burdett, Gr. 4- pp. 80-83. Music Appreciation for the Elm. Schools - pp. 26-30. Creating Music with Children Snyder - pp. 52-53. 2 & 3 - Thresholds To Music - Richards - Experience. Charts for the third year and fourth year student book. Making Music Your Own - Silver Burdett Gr. 4 - pp. 180-181. Music With Children - Nash - Series II, & Series III. Rhythms Today - Doll & Nelson Silver Burdett - Ch. 1 & 2. This is Rhythm - Jenkins -Book & Record - Folkway Records. Orff Instrument Source Book - Silver Burdett - pp. 72, 90, Music K-6 Experimental Edition State Ed. Depart. pp. 4-21. Music Appreciation for the Elem. Schools - Lortie pp. 9-12. Creating Music with Children Snyder - pp. 18-24. Free Movement Expression -Film Mettler Studios. Learning Through Movement - Rowen - (Book). 4 - Orff Instrument Source Book - Vol. II - pp. 72, 74. Creating Music With Children Snyder - pp. 37-43. Orff & Kodaly Adapted for the Elem. School -. Wheeler & Raebeck - pp. 7, 8, 9. 5 - Ribbons - Chinese Ribbons Dance Twinson Co., California. Lumi Sticks - Makuhi Variations Bob & Jill Inc. - New Rochelle, N.Y. Rhythms Today - Dolland Nelson - Silver Burdett - pp. 19, 50, 60, 77, 128. Orff & Kodaly Adapted for the Elem. Schools - Ch. 1. The Study of Music in the Elem School - Menc. pp. 113-122. Making Music Your Own - Silver Burdett - Gr. 4(throughout).	1 - Design a musical rhythm instrument which can perform a beat. 2 & 3 - Demonstrate how the music moves in the song and tell where the strong pulse comes in the song "Cindy." 4 - Perform the accompaniment while the class sings the song. 5 - Through a dramatic presentation show how the tempo of the movements of Symphony No. 40 are different. 6 - Read a poem, for example, The Mysterious Cat, notate the poem on the board and circle all pauses or rests. 7 - List four rests and place the corresponding note value next to each one. Fill in the blanks:  8 - Improvise with four kinds of notes, for example, () on the recorder. 9 - Describe the dotted rhythm and write a song with some of these patterns in it. 10 - Demonstrate an uneven and even beat on any Percussion instrument which is available. 11 - Give short quiz on rhythm patterns. Name the following rhythm patterns: 

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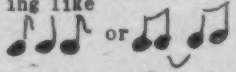
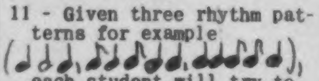
MUSIC UNIT TOPIC RHYTHM GRADE/AGE LEVEL GRADE 4- 9 YRS OLD LENGTH OF UNIT 4 WEEKS (CONTINUED)	bring points of tension to the music. V. Syncopation - Self-Image, Conflict. 10 - This rhythmic device adds interest and an element of surprise to music, mainly because the strong beat does not fall on the downbeat. 11 - Syncopation is an uneven pattern looking like  or VI. Varying Meter - Aspirations. 12 - When the meter of a song is changed in a composition, the character of the music is altered. 13 - Meter provides an organization of time values within bar lines.	COGNITIVE 11 - Given three rhythm patterns for example  each student will try to recognize the syncopated pattern among the other rhythms. AFFECTIVE 12 - Given three folk songs, for example, ("Don Gato," "Petrouska," and "Oh, Suzanna"), each student will choose the folk song which shows the most changes in, rhythm pattern. PSYCHOMOTOR 13 - Given a list of meter values, for example, (2/4, 6/8, 4/4, C, ₵), each student will perform a piece of music four measures long for each individual meter.		13 - Use clapping and stamping to do various meters in Physical Education classes.	Orff Instrument Source Book - Silver Burdett pp. 72 74. Creating Music With Children - Snyder - pp. 18-19. Thresholds To Music - Richards - Third Year & Fourth year Charts. Music With Children - Nash pp. 4-6, 27. 6 & 7 - Threshold To Music - Richards - Charts third & fourth year. Making Music Your Own - Silver Burdette - pp. 14, 81. Music With Children - Nash - pp. 4-6, 27. This is Rhythm - Jenkins - Book & Record - Folkways. Rhythms Today - Doll & Nelson - Silver Burdett pp. 189. Chinese Ribbon Dance - Twinson Co., Los Altos, California. Lumi Sticks - Makuhi Variations - Bob & Jill Inc., New Rochelle, N.Y. Orff Instrument Source Book - Silver Burdett - Vol. I - p. 5, Vol. II pp. 72, 74. Music K-6 Experimental Edition - State Ed. Depart., pp. 5-21. Music Appreciation for the Elem. Schools - Lortie pp. 11-12. Orff and Kodaly Adapted for the Elem. Schools - Wheeler & Raebeck pp. 5-15. 8 - Making Music Your Own - Silver Burdett-(throughout book) Recorder and improvising. Rhythms Today - Doll & Nelson Ch. 1, 2, 3. Orff Instrumental Source Book - Nichols - Vol. II, pp. 15, 112. Orff & Kodaly Adapted for the Elem. School - Wheeler & Raebeck - Ch. 4, 5, 6. Music with Children - Nash - Series I, II, III. 9 - Thresholds To Music - Richards - Chart II - fourth year chart. The Study of Music in the Elem. School - Menc. pp. 11-51. Making Music Your Own - Silver Burdett pp. 93, 148, 170. 10 & 11 - Making Music Your Own - Silver Burdett - Gr. 4 - 78, 118, 162. Music K-6 Experimental Edition - State Ed. Dept. pp. 5-21. The Study of Music in the Elem. School - Menc. pp. 15 - 22. Threshold To Music - Richards - Charts - Higher Grades Chinese Ribbon Dance - Twinson Co., Los Altos, California. Lumi Sticks - Makuhi Variations, Bob & Jill Inc., New Rochelle, N.Y. Orff & Kodaly Adapted for the Elem. School - Wheeler & Raebeck pp. 215-220, 220-222. 12- Making Music Your Own - Silver Burdett - Gr. 4 (throughout). Music K-6 Experimental Edition - State Ed. Dept. 5-21. The Study of Music in Elem. School - Menc. pp. 15-22. Music Appreciation for the Elem. School - Lortie pp. 13-24. Music From Many Lands - Film - 1957 Univ. of Michigan - TV Center. Creating Music With Children - Snyder pp. 22-24. Rhythms Today - Doll & Nelson, pp. 48-165. 13 - The Study of Music in the Elem. School - Menc. 28-40. Threshold To Music - Richards - Chart II - Higher Gr. Making Music Your Own - Silver Burdett - Gr. 4-6, 15, 22, 24, 31, 36, 40, 52, 53, 74, 78, 81, 82, 83, 85, 88, 99, 100, 104, 112, 132, 138, 144, 150, 162, 172, 176. Music K-6 Experimental Ed. - State Ed. Depart. 5-21. Rhythms Today - Doll & Nelson pp. 188. Orff & Kodaly Adapted for the Elem. School - Wheeler & Raebeck pp. 34-58, 79-92, 287-318. Music With Children - Nash pp. 4-6, 27. This Is Rhythm - Jenkins - Book & Record - Folkway. Orff Instrument Source Book - Vol. I & II - Nichols - Silver Burdett.	12 - Describe some of the various rhythm patterns that show up in folk songs in the fourth grade Making Music Your Own book. 13 - Perform a piece of music four measures in length for each meter listed. (4/4, 2/4, 3/4, 6/8, 9/8, C, ₵ 4/2)

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PHYSICAL EDUCATION UNIT TOPIC RHYTHMICS GRADE/AGE LEVEL 4 - 5 - 6 LENGTH OF UNIT	1. MAN IN HIS PHYSICAL ENVIRONMENT Through improvisations, the student will be aware of time, space, force and flow in his physical surroundings. 1. MAN IN SPACE The student will be aware of space in working with a partner within a group of partners.	1. COGNITIVE: Given basic locomotor movements the student will be aware of their body or parts of their body in space with a degree of 75% accuracy. 2. AFFECTIVE Given basic locomotor movements, the student will create a dance routine of a specific tempo with 75% to 80% degree of accuracy. 3. SENSORY - PSYCHOMOTOR. Given 3/4 time tempo by using a tom-tom, the student will snap, clap, stamp to 85% degree of accuracy.	1. The student will observe a movement demonstration given by the 7th and 8th grade students and write a 50 word composition as to what they learned from the demonstration. 2. The students will listen to a cassette and be aware of how the body is able to move in relation to music in terms of time and space. 3. The student will work in groups and demonstrate a basic movement routine to music of their choice. 4. Given a certain tempo to music the teacher will have the students listen and clap out the tempo.	1. The student will observe a movement demonstration and write a 50 word composition as to what they learned from the demonstration. 1. Preplanning with the Social Studies Department the dance will be introduced at the beginning of the "Early American History" unit in the United States. 2. Special pre-planning with Home Economics Department - the students will make appropriate costumes for the rhythmic demonstration.	1. Students will be able to demonstrate basic movements in a given area. 2. Students will be able to identify different musical tempos. 3. The students will be able to appreciate and become aware of space, time, force and flow of movement. 4. The student will be able to listen to the record and using body movement keep tempo with the record.	Audio-Visuals Co. P.O. Box 8593 Rochester, New York 14019 #91-0851 #91-0869 #91-0877 2. "The Development of Body Awareness and Position in Space" "Listen, Move and Dance" Vol. I and II. PE 7645 $5.98 PE 7646 $5.98 Lyons Dept. Physical Education 430 Wrightwood Avenue Elmhurst, Illinois 60123	1. By observing the students in three, 3 minute attempts using body awareness control in moving in various special perceptions, the teacher will evaluate their degree of accuracy. 2. By observing an original routine of the basic movements and choice of music, the teacher and peers will judge originality, precision and execution of the routine presented. 3. Through group discussions the student will tell what happens to the body functions when they are doing a specific exercise. Example of questions asked by teachers: (a) What muscle of the body are you using when you do an Arm-circle? (b) (Students place hand on heart and feel it beat. Students then exercise and feel heart beat again). Does your heart beat faster or slower after you have exercised? How can you prove this?
Submitted by: Betty Case Della Owens Marion Quist Peter Pace Bruce Lojewski Sam Paniccia		1. COGNITIVE: Given the basic movements of Square Dance, Circle, Honor Elbow Swing, Promenade, Do-Si-Do, Ladies Chain, Allemande Left, Grand Right Left, the students will develop interests, skills and hobbies that have lifetime value and appreciation to a 95% degree of accuracy. 2. AFFECTIVE Given a square dance, the student will be able to identify his individual role in working with other people to his own degree of accuracy. 3. SENSORY, PSYCHOMOTOR: Given the basic step pattern of Bambo Hop, and Tinikling Step and Poles pattern, the students will increase physical stamina, motor ability, and physical fitness through improved coordination, cardiorespiratory endurance, agility, flexibility and speed to his own degree of accuracy.	1. The students will learn the basic movements and calls used in square dance and be able to perform the dance "Darling Nellie Gray". 2. The students will participate and learn the proper calls and steps needed in the square dance, "Honolula Baby". 3. The students listening and keeping in time with the music will move the bamboo poles in accord with the rhythmic beat. Other students will use the basic steps with dance between the moving poles.	3. Special pre-planning with the Industrial Arts Department - the students will make additional poles to use in the "Bamboo Hop" dance. Material used will be 2"x 4"s and Rand rails cut to specifications (5' long).	1. The students will be able to recognize the affect that music has in their daily living. 2. The student - by cooperating with a partner in a homogeneous setting will be aware of a dancing partner. 3. The students will become aware of the importance of coordination and keeping in tempo with the music when dancing and using poles.	Book: Square Dances of Today and How to Teach and Call Them - by Richard Kraus. Records: "Bamboo Hop" 5409 - Complete Kit, Physical Education record, instruction and six 5' bamboo poles $13.50. P.E. 5409B Album and Instruction Sheets $7.50. The Honor Your Partner Square Dances by Ed Durlasher Album $10.00. Lyons' Department, Physical Education 430 Wrightwood Avenue Elmhurst, Illinois 60126.	1. By observing the students doing the "Darling Nellie Gray", and using the dance as a test, the students will be able to differentiate between the basic steps of the dance; such as, Do-Si-Do, Allemenda Left, etc. 2. By observing the teacher will determine what relationship the student has with her partner. 3. By giving a rhythmic test using the Tom Tom, the teacher will determine the mastery of the skills used in the "Bamboo Hop".

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PHYSICAL EDUCATION **UNIT TOPIC** **RHYTHMS** **GRADE/AGE LEVEL** K-3 **LENGTH OF UNIT** Basic Movements Included in each Gym period. Submitted by: Eleanor DeStefano Elsie Williams George Srour Eugene Zabinski Louis DeGironimo	1. **MAN & HIS ASPIRATIONS & FEARS** Through rhythmic activities the child develops self confidence, poise and growth. 2. **MAN & HIS SELF IMAGE** Self image is developed through coordination balance and synchronized body movements. 3. **MAN AT PLAY** Rhythms will take many forms of expression for leisure time activities through community and international relationships.	1. **AFFECTIVE**: Given a specific cadence, the student will determine up to 50% his ability to count to the beat of the rhythmic cadence. **COGNITIVE**: Given a specific cadence, the student will recognize up to 60% degree of accuracy the tempo of the cadence. **SENSORY, PSYCHOMOTOR**: Given a specific cadence, the student will march up to 80% degree of accuracy. 2. **AFFECTIVE**: Given verbal instructions, the student will determine up to 95% degree of accuracy, his capability to hop on his left foot or his right foot. **COGNITIVE**: Given specific instructions, the student will recognize up to 75% degree of accuracy, his ability to balance himself while walking a straight line. **SENSORY, PSYCHOMOTOR**: Given directions, the student will mimic the instruction up to 90% degree of accuracy. 3. **AFFECTIVE**: Given various folk songs and dances, the student will determine his likeness or dislikes, up to 50% of accuracy. **COGNITIVE**: Given folk songs and dances, the student will recognize up to 75% degree of accuracy, the differences in various ethnic cultures. **SENSORY, PSYCHOMOTOR**: Given specific instruction, the student will perform up to 50% accuracy the different dances of ethnic cultures.	1. The children experience individual discipline through coordination group acting such as games, movement to music, group dancing singing. Given verbal directions, the children learn response - actions and become aware of perceptual differences. 2. The children will learn of running, walking, jumping, hopping, and skipping in all directions. Reasoning Skill: (a) Increases overall time of concentration. (b) Development of selective attention. 3. The children will learn value of group dance activities as a means of self expression and communication with others.	1. SOCIAL STUDIES: The children learn origin of dances and songs and also any significance of these. 2. MUSIC: The children learn the musical beats and tempo. Children sing along with rhythmic activities. 3. SOCIAL STUDIES: The children learn type of dances performed in other countries as related to their behavior and social patterns. HISTORY: Association of historical events and dances of that period.	1. Opportunity to express himself fully and to realize the enjoyment of uninhibited action to music. Developmental. 2. Develops rhythmical movement of the body, Developmental.	1. World of Fun Records Folkraft Records. 2. Program Aids: Movement Education. (Frostig - Moslour). E R C O P E C - Programmed. Card Catalog: Merrill Publishing Co. A. Bell & Howell Corp. 3. Folkraft Records: Folk Dancer. Audio-Visual Center.	1. Teacher will observe, evaluate and give basic skill tests to determine if the child has gained self-confidence and praise. 2. Basic rhythms are given as a tool to develop the physical and mental positions of the whole person (self). A chance to gain poise (socially and emotionally). 3. Teacher will interchange students and judge social, emotional growth achieved.

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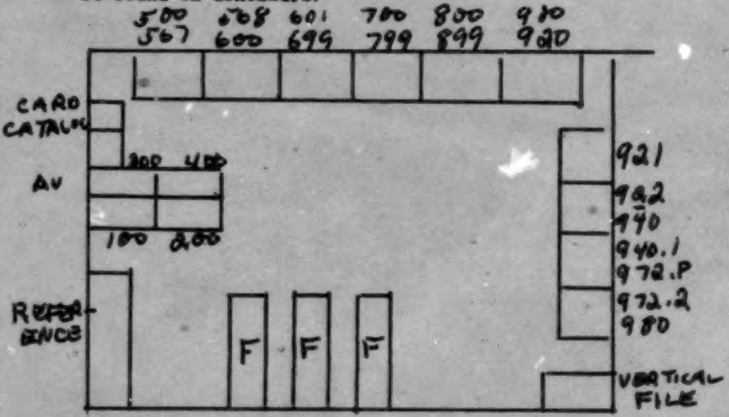
LIBRARY SKILLS UNIT TOPIC CARD CATALOG GRADE AGE LEVEL 4th Grade LENGTH OF UNIT 2 Weeks Submitted by: Judith Se[illegible]on & Nelly Jean Jeanblanc	1. Title Card (a) A student can find a book in the library by looking at the title card in the card catalog (b) A student can learn the author's name from the title card in the card catalog. 2. Author Card (a) A student can find where books written by a specific author are found. (b) A student can find out how many books by a specific author are in the library. 3. Subject Card (a) A student can find out where books on a specific subject are found in the library. (b) A student will see how many books are available in a specific subject. 4. Cross Reference Card A student will find additional information available under the specific subject.	1. (a) Given a list of ten titles, each student will list each call number to 90% accuracy. (b) Given a list of ten titles each student will list each author to 95% accuracy. 2. (a) Given the names of three authors, each student will list two books written by each author and the call number to 90% accuracy. (b) Given the names of three authors, each student will list all titles found to 90% accuracy. 3. (a) Given a list of four subjects, each student will write the Dewey decimal number to 90% accuracy. (b) Given a list of four subjects, each student will identify on a diagram where information can be found to 80% accuracy. 4. Given four subjects, each student will find the cross reference to 90% accuracy.	Before receiving lists, students will view filmstrips and transparencies and participate in discussion leading to an understanding of the card catalog. Work sheets. Individual catalog cards.	For social studies students will be able to use card catalog to find material on people and places. For mathematics students will be able to use card catalog to find material in print and non print form. For science projects, students will be able to use card catalog to find material relating to their subject. For language arts, students will be able to find specific authors or titles. For art, music, physical education, etc., students will be able to use the card catalog to find information.	2 a. Alternatives (1) Look up a favorite book to find author and call number. (2) Look up favorite author to find two titles and call numbers found in the library. (3) Look up any author and give two titles and call numbers. The student will learn to use the card catalog to find materials in his interest area and will then expand to include other areas of interest.	Filmstrip "Card Catalog" EBF, 1963. Individual catalog cards (from scrap cards). Overhead transparencies: "Library Series" Technifax Corp., Holyoke, Mass 1965 "Basic Library Skills" Milliken, St. Louis, Mo., 1971 "Use of Library" 3M Corp.	1 (a) Student will take list to card catalog to find the call number for each of ten given titles. He will write this next to title. ex. 511 "Let's find out about Subtraction". WHI (b) Student will take list to card catalog to find the author for each of ten titles. Write last name first. ex. Whitney, David Co., "Let's find out about Subtraction". 2. (a) Student will use card catalog to complete listing of two book titles; with call numbers for three authors. ex. Shapp, Martha 394.268 "Let's find our about Thanksgiving". SHA 530 "Let's find out what's light and what's heavy". SHA (b) Student will take list to card catalog to write down all the books in the library by three given authors. ex. Adamson, Joy "Born free" "Elsa and her cubs" "Forever free" 3 (a) Student will look for subject card in card catalog for four different subjects and give Dewey number. ex. 568 Dinosaurs. (b) Student will put letter A on diagram where materials may be found on dinosaurs.  500 567 568 600 601 699 700 799 800 899 910 920 CARD CATALOG AV 300 400 100 200 REFERENCE F F F 921 922 970 940.1 972.P 972.2 980 VERTICAL FILE (c) Student will use card catalog to list four titles and authors under two subjects. ex. Dinosaurs: Alike, "My visit to the Dinosaurs". Andrews, Roy A. "All about Dinosaurs". Craig, M. Jean, "Dinosaurs and more Dinosaurs". Geis, Darlene, "Dinosaurs and other prehistoric animals". 4 Student will use card catalog to find cross references for the following four subjects. ex. Geisel, Theodore: see Seuss, Dr.

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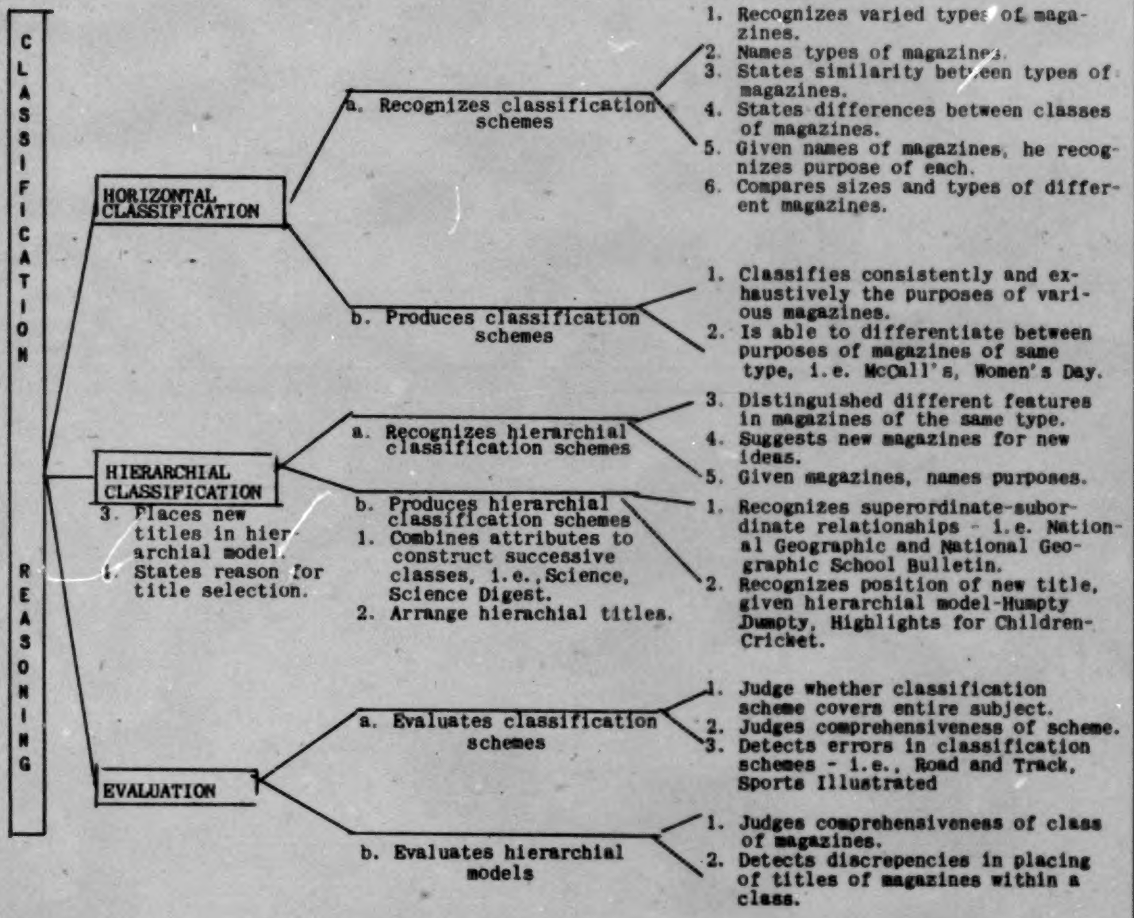
LIBRARY SCIENCE UNIT TOPIC READER'S GUIDE GRADE/AGE LEVEL 4 - 8 LENGTH OF UNIT 5 Days Submitted by: Mary Hooks Kathryn Sheldon	4-8 Use of Reader's Guide enables users to locate up-to-date information on a given topic as presented in current magazines 4-8 Use of the alphabetical arrangement by subject and author enables the users to locate the magazine where the topic was covered. 4-8 Knowledge of and the arrangement by name of periodical, volume, pages and exact date of issue. 4-8 Competence in using abbreviations found in front of each issue. 4-8 Competence in use of cross reference. 4-8 Competence in checking magazines mentioned with magazines available at Library.	Affective: 1 Given a list of suggested topics, the students will designate those most efficiently found through Reader's Guide. 2 Given a list of periodicals the student will indicate which will most likely be found, indexed in Reader's Guide 3. Given a list of Library rules in relation to use of periodicals, the student will evaluate them in terms of using the Reader's Guide. Cognitive: Given a sample entry from Reader's Guide, the student will identify each item. Given a list of abbreviations used in Reader's Guide, the student will identify each. Sensory, Psychomotor: Given a group of magazine entries the student will arrange them as they would appear in Reader's Guide. Given a list of magazines, each pupil will check those received at the Library and found in the Reader's Guide.	1. Describe the method of borrowing a magazine. 2. Describe the method of using magazines in microfilm 3. Give reasons why magazines should be carefully used and returned on time 4. Give reasons why magazines should be returned to the circulation desk 5. Describe the method of requesting issues of magazines needed. 6. Describe the arrangement of magazines in the library. 7. Given individual topics each student will find 5 magazine references for each topic.	SCIENCE 1 - Students will locate entries in Reader's Guide for Science. 2 - Students will locate the magazines in the library. MATHEMATICS 1 - Students will locate Math orientated topics in Reader's Guide. SOCIAL STUDIES 1 - Students will locate Social Studies topics through Reader's Guide. 2 - Students will learn the usefulness of Reader's Guide. For current topics. i.e. Streaking. ENGLISH: 1 - Students will locate current short stories through Reader's Guide. 3 - Students will locate criticisms of drama and moving pictures.	1 Students will learn value of current magazines for keeping up with current problems. 2 Students will learn where magazines are shelved in the Library. 3. Students will learn to use Reader's Guide and understand why it is so valuable in the Library. 4. Students will learn to evaluate the usefulness of various magazines.	Print: Cook - New Library Key. Gaylord - How to use the Library Media-Center. Green - How to use the Library and Media-Center. Instructor - Practice in Library Skills. Mott & Baisden - Children's book on How to use the Library. Palovic - Elementary School Library. Toser - Library Manual. Wilson Co. - How to use the Reader's Guide to Periodical Literature. Non-Print: Eye-Gate - Periodicals & How to use them. (Sound filmstrip). Eye-Gate - Periodical Reference & Indexes. (Silent filmstrip). Reader's Guide - Ready References. (Sound filmstrip). McGraw-Hill - Reader's Guide Filmstrip. Troll - How to use magazines & newspapers. (Cassette). H.W. Wilson - Your Library Resources & How to use the Reader's Guide. (Kit) Wollensak - Reader's Guide to periodical Literature. (Cassette, teaching-tape with workshops).	1. How many of the magazines indexed in Abridged Reader's Guide does your Library receive? 2. Look up the meaning of the word cumulation. 3. Why are the issues of Reader's Guide cumulated? 4. What is meant by "volume" of a magazine? 5. Describe the method you would use to locate 5 magazine articles on a certain topic. 6. Explain each part of the following subject entry: Gypsum Products -- What price gypsum? Newsweek - 88:56 Ja 7 '74. 7. Where does the Library store back issues of magazines? 8. State the meaning of each of the following abbreviations: 1) il. 2) par. 3) v. 4) Ap. 5) Je 6) Jl. 7) O 8) My 9) + 10) W. 9. State the rules governing the borrowing of magazines in your particular Library. 10. List in order your opinion of the 5 most useful periodicals in the Library. Justify your selection in each case.

CONTINUED

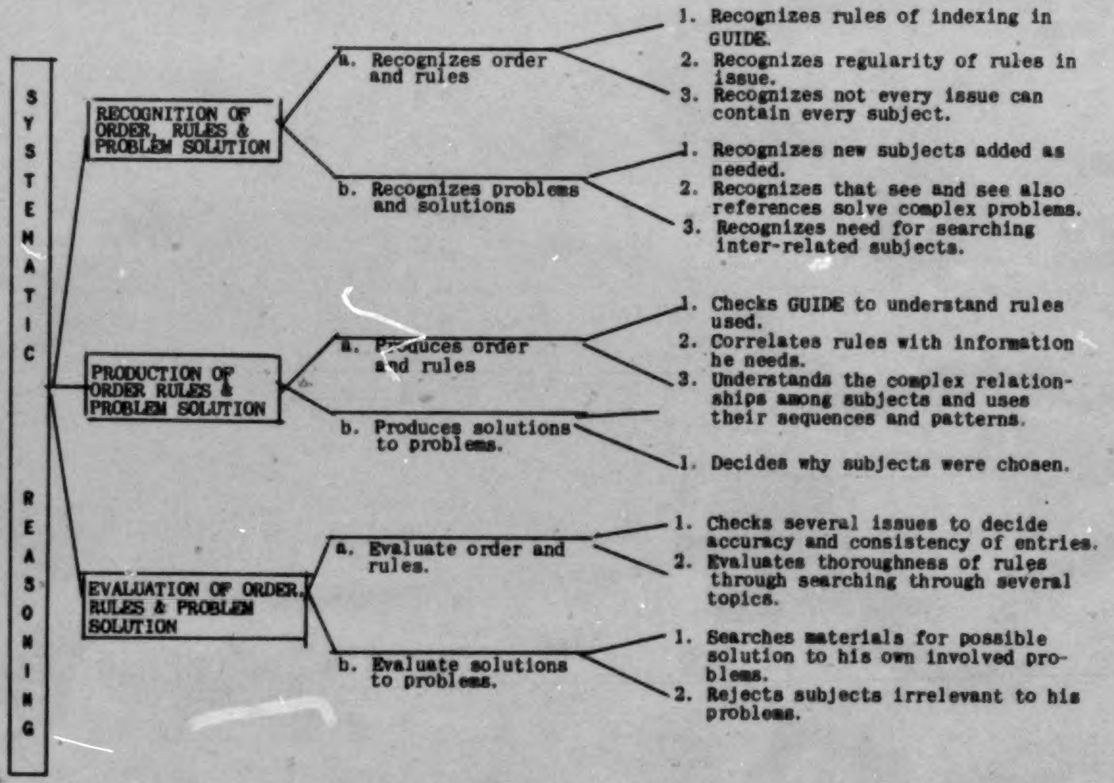
A SYSTEM OF COGNITIVE FUNCTIONING

In our opinion, not every item of this scheme can be applied to teaching the use of READER'S GUIDE TO PERIODICAL LIT.



CLASSIFICATION REASONING

- HORIZONTAL CLASSIFICATION
  - a. Recognizes classification schemes
    1. Recognizes varied types of magazines.
    2. Names types of magazines.
    3. States similarity between types of magazines.
    4. States differences between classes of magazines.
    5. Given names of magazines, he recognizes purpose of each.
    6. Compares sizes and types of different magazines.
  - b. Produces classification schemes
    1. Classifies consistently and exhaustively the purposes of various magazines.
    2. Is able to differentiate between purposes of magazines of same type, i.e. McCall's, Women's Day.
- HIERARCHIAL CLASSIFICATION
  - 3. Places new titles in hierarchial model.
  - 4. States reason for title selection.
  - a. Recognizes hierarchial classification schemes
    3. Distinguished different features in magazines of the same type.
    4. Suggests new magazines for new ideas.
    5. Given magazines, names purposes.
  - b. Produces hierarchial classification schemes
    1. Combines attributes to construct successive classes, i.e., Science, Science Digest.
    2. Arrange hierachial titles.
    1. Recognizes superordinate-subordinate relationships - i.e. National Geographic and National Geographic School Bulletin.
    2. Recognizes position of new title, given hierarchial model-Humpty Dumpty, Highlights for Children-Cricket.
- EVALUATION
  - a. Evaluates classification schemes
    1. Judge whether classification scheme covers entire subject.
    2. Judges comprehensiveness of scheme.
    3. Detects errors in classification schemes - i.e., Road and Track, Sports Illustrated
  - b. Evaluates hierarchial models
    1. Judges comprehensiveness of class of magazines.
    2. Detects discrepencies in placing of titles of magazines within a class.



SYSTEMATIC REASONING

- RECOGNITION OF ORDER, RULES & PROBLEM SOLUTION
  - a. Recognizes order and rules
    1. Recognizes rules of indexing in GUIDE.
    2. Recognizes regularity of rules in issue.
    3. Recognizes not every issue can contain every subject.
  - b. Recognizes problems and solutions
    1. Recognizes new subjects added as needed.
    2. Recognizes that see and see also references solve complex problems.
    3. Recognizes need for searching inter-related subjects.
- PRODUCTION OF ORDER RULES & PROBLEM SOLUTION
  - a. Produces order and rules
    1. Checks GUIDE to understand rules used.
    2. Correlates rules with information he needs.
    3. Understands the complex relationships among subjects and uses their sequences and patterns.
  - b. Produces solutions to problems.
    1. Decides why subjects were chosen.
- EVALUATION OF ORDER, RULES & PROBLEM SOLUTION
  - a. Evaluate order and rules.
    1. Checks several issues to decide accuracy and consistency of entries.
    2. Evaluates thoroughness of rules through searching through several topics.
  - b. Evaluate solutions to problems.
    1. Searches materials for possible solution to his own involved problems.
    2. Rejects subjects irrelevant to his problems.

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ART UNIT TOPIC MIXED MEDIA PAINTING GRADE/AGE LEVEL 5, 6 LENGTH OF UNIT Between 120 - 180 Min. Submitted by: Pamela D'Apice Brandegee School	1. Concept: Man as Creator and explorer Generalization: Man explores the fact that wax has a natural tendency to repel water. 2. Concept: Man in his physical environment. Generalization: Man recognizing the potential of his physical environment employs the use of animal, and man-made synthetic sponges to create various painting techniques. 3. Concept: Man in his physical environment. Generalization: Man commonly manipulating yarn in knitting and crocheting to produce clothing now incorporates it aesthetically as a painting tool. 4. Concept: Man and his self-image. Generalizations: Man using his manual dexterity, experiments with the folding and cutting of paper to produce simple or complex designs of infinite variations.	Given the assignments each student will complete four works of art employing the following techniques to a 100% of accuracy 1. Crayon resist painting: Each student will create (psychomotor) effects of contrast between and comnibations of wax crayons and water paint making distinction (affective) among color quality, visual texture and negative and positive space. 2. Sponge painting: Each student will explore (psychomotor) sponge characteristics with water paint including texture, absorbency, intensity of direct pressure, and width of coverage for interesting backgrounds. 3. Yarn painting: Each student will encompass (psychomotor) the total area of the working surface with yarn, water paint, and a combination of the two, depicting positive and negative space. 4. Paper-cut Paintings: Each student will explore (psychomotor) the limitless possibilities of folding and cutting paper, and through these possibilities becomes acquainted (affective) with design principles such as balance, composition, focal point, and direction	1. Given wax crayons, water paint, and scratch sticks, the student will: (a) Cut a unique shape out of paper (b) Execute with direct pressure an original crayon drawing (c) Cover entire surface with water paint (d) Scratch out desired areas to depict intense forms of value and texture 2. Given various sponges and water paint, the student will visually construct a painting identifying sponge characteristics on paper. 3. Given tagboard or wood block, watery glue, yarn and water paint, the student will: (a) Sketch design with pencil on surface. (b) Immerse yarn in glue, place on working surface. (c) Paint desired areas constructing a background in the composition, or create another color quality by painting the yarn itself. 4. Given paper, scissors, water paint, and oil pastel, the student will: (a) Fold and cut paper to desired design. (b) Mount cut design on background paper. (c) Intensify foreground and background areas with watercolors and oil pastels.	1 (a) The crayon resist painting method provides a basic introduction to the advanced forms of etching. (b) New Vocabulary Language Skills: Students will define terms: wax, repel, opaque, mixed media, and intensity. (c) Science: The student will be able to explain the concept of wax repelling water, and the basic etching process. 2. Science: (a) The student will gain a knowledge of the life and characteristics of elephant ear sponges. (b) Student will understand how synthetic sponges are manufactured. New Vocabulary-Language Skills: Students will define terms: sponge, texture, absorbency. 3. Customs of Foreign Country: Mexican string paintings may be utilized in comparison with the students' finished work in terms of composition, basic design principles, process. History or Origin: Students should be able to explain where yarn comes from, how it is made, how it becomes different colors through the dye process. 4. Customs of Foreign Country: Paper cuts constitute a rich decorative art usually associated with Poland. Students should experience visual aids of this Polish practice. (a) New Vocabulary-Language Skills: Students will perceive a basic understanding of symmetry and symmetrical design. (b) Students will define mounting.	1-4. Each student will analyze specific alternatives such as design, composition, color coordination, and mood visualization. Through this thought process, the student will accept his/her finished product as being a direct result of the alternatives listed above. (design, color, and mood).	1 (a) The student will verbally identify comparisons between simple graphic etchings and his/her crayon resist paintings. (b) The student will compare regular crayon drawings with crayon resist paintings, attaining a better understanding of mixed media. 1. (a) Students will discuss common uses of sponges other than for painting. (b) Students will depict contrast and compare similarities between sponge tools and other painting tools such as brushes, fingers, and palette knives. 3 (a) Books on Navajo Indian art may be presented, emphasizing their sensitivity with yarns in their weaving, and the process through which they acquire their precious materials: 1 - The Story of the Navajo, text by Marion E. Gridley, copyright 1971, G.P. Putnam's Sons, New York, chapter 8, p. 40. 2 - The Art of the North American Indian, author - Shirley Glubok, copyright 1964, Harper and Row, New York. 4. Natutal and man-made examples of symmetrical design may be introduced relating to the student's use of symmetry in their paper cut paintings.	1) Each student will create a wax plus water design employing 3 colors, 2 kinds of texture, and equal amounts of positive and negative space. 2) Eachstudent will recognize and actively create a sponge painting depicting at least 2 sponge characteristics with the use of 3 colors. 3) Each student will employ yarn as paint, and combine yarn with paint to encompass equal amounts of positive-negative space on the entire working surface. 4) Each student will create one balanced 2-dimensional painting/design employing at least 2 kinds of media (watercolor, oil chalk, crayon, pastel, colored pencils).

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART **UNIT TOPIC** **DRAWING** **GRADE/AGE LEVEL** Grades 5 & 6 **LENGTH OF UNIT** Four 60 minute art periods Submitted by: Frances Roecker Hughes School	MAN & HIS INTIMATES Most people have an interest in their ancestry, from "whence he came". Ancestral research is the term which we should use for the study of the ancestors of a given person.	1. Given a format, the student will use at least two resources such as first person accounts, family documents, certificates, etc., and will complete a geneological family record for a minimum of two generations. 2. Given the geneological family records, the student will design an original family tree that will include two generations. The student will choose either water-color or colored pencil and complete the original family tree to give to the parents as a gift for Valentines Day.	1. Students will review format listing classification schemes such as dates family names, members of same family, etc., Students may write older family members asking for specific information. Students will complete the format as perfectly as possible with information available. 2. Student will create a preliminary pencil sketch of an original idea for a family tree. When this design is accepted, the design will be copied and duplicated onto good paper and completed according to water-color and colored pencil techniques demonstrated by teacher.	SOCIAL STUDIES: Settlers in the United States. ENGLISH: Proper techniques of letter writing.	Students may come to appreciate generations that came before them to the United States. Conflicts may arise in discussions about ancestors. Appreciation of older living relatives and the gift of recall for time passed could be demonstrated in this valuing experience.	Media: Mimeo format explaining ancestral research and how to write down the exact information needed to complete this objective. (See attached). Opaque projector. Old photographs (teacher's collection). Resource information: Library, Certificates, Documents, Family Bibles. Slides: Munson-Williams-Proctor Institute. Family photographs that illustrate occupations; dress; living conditions etc. of times past. (Teacher's collection).	1. 100% of the students will complete the format listing two resources, for a minimum of two generations. 2. 100% of the students will design an original family tree and complete a water-color or colored pencil work of art. (NOTE)* In the case of children whose parents are divorced, etc., the student may include only the immedient members of his family. These special cases should be discussed with the teacher and the teacher must announce these facts before beginning the lesson. Also dates of birth may be left out. Students must have permission from their parents, verbally, to include dates.

HUSBAND'S NAME
When Born Where
Christened Where
When Died Where
When Buried Where
When Married Where
Other Wives (if any)
His Father His Mother's Maiden Name

WIFE'S MAIDEN NAME
When Born Where
Christened Where
When Died Where
When Buried Where
Other Husb (if any)
Her Father Her Mother's Maiden Name

Information on this sheet obtained from

(Husband's Full Name)

(Wife's Maiden Name)

Date
Compiler
Address
City State

Male or Female		CHILDREN (Arrange in order of birth)	When Born Day	Month	Year	Where Born Town or Place	County	State or Country	Married to	When Married Day	Month	Year	When Died* Day	Month	Year	Where Buried Town or Place	County	State or Country
	1																	
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*If burial date is known, and not death date, write burial date. Prefix (Bur.)

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Use Reverse Side For Additional Information

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Family Group Sheet

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC PRINTMAKING GRADE/AGE LEVEL Grades 5 - 6 LENGTH OF UNIT 120 minutes (3 Forty minute classes) Submitted by: Jeannette Spina Wetmore/Mary School	MAN AS CREATOR AND EXPLORER Man has devised a system by which he can explore and create within realms of printmaking. Printmaking occurs around us, within education (printing reading materials), life (fabric printing) books, newspapers, advertising and art (intaglio, relief, woodcuts, etc.).	By the end of 40 minutes each student to 100% of accuracy, will complete the following 1. Given the principles of relief printing, the students will create a composition consisting of three various shapes, recognizing and delineating forms in regard to positive and negative space with a sense of relative proportion and emphasis. By the end of 80 minutes each student will, to 100% accuracy, complete the following: 2. Given motivation and instruction, the student will create either a non-objective or realistic design consisting of two or three shapes with consideration given to all the space within the format. The completed cardboard design will be printed twice using a choice of two colors.	The student will 1. Cut three various shapes from one piece of cardboard. Paste them within proportion to each other (using mental recall of positive-negative space). 2. Cut shapes from one piece of cardboard. Paste them in 1) Non-objective design or (2) realistic design to the second piece of cardboard. Print them twice using 2 color or paint or ink to render a non-objective or realistic composition: adhering to the recall of positive-negative space.	Printmaking can be related to various other areas of the society we live in Printing becomes every phase of life 1) Printing of designs in fabric and clothing, in regard to Home Economics (i.e. Arrow Shirts, scarfs, etc.). 2) The use of printing in books. 3) In regard to Social Studies: the printing of historical documents, stamps, coins, paper money. 4) In regard to English: printing of old manuscripts; prose, poetry, text. 5) In regard to Science: the printing of Biological Pictorial Studies, etc. 6) In regard to Visual Communications: (a) Advertising. (b) Photographic materials. (c) Signs. (d) Various methods of typing. (e) Use of newspaper.	Based upon previous experience, working with various positive-negative shapes in space and printing them, the student will: 1. Choose between an abstract composition or a real composition. 2. Choose between ink or paint, and which colors (red, blue, yellow, etc.). 3. Render a completed cardboard relief print in which the student has demonstrated his own decision making process and has shown his own creativity.	Use of actual prints (teacher's collection), Intaglio, Woodcut, Relief, Linoleum, Vegetable, Cardboard. Use of old and up-to-date copies of newspapers from Library logs. If possible, manuscripts with illumunations. (Teacher's collection and MWPI Slides.) Old advertisements, printing plates. (Teacher's collection). Use of opaque projector to show illustrations from old books; masters and their works. (Teacher's collection). Actual demonstration of a printing method; i.e. Woodcut: 1. Involving an 8"x10" piece of pine wood. 2. Engraving or chiseling tools. 3. Block printers ink. 4. Brayer, rice paper. Form, Space Vision, Collier Harcourt Brace 1969. The Visual Dialogue, Knobler, 1969 Harcourt Brace History of Art for Young People, Janson, Cauman: Henry Abrams 1971, American Inc. Art Media Cardboard, scissors, paste, ink, paint, paper.	By the end of 40 minutes, the student will complete: 1. A composition consisting of three various shapes with equal amounts of positive and negative space in the form of a cut paper design. 2. By the end of 80 minutes, each student will complete a cardboard print either non-objective or realistic design consisting of 2 or 3 shapes. The design will be printed using 2 colors of ink or paint. The student will choose the best print and mount it for display.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART **UNIT TOPIC** PRINTMAKING **GRADE/AGE LEVEL** Grades 5 & 6 **LENGTH OF UNIT** Three lessons 60 minutes each. Submitted by: Janice Zampardi Washington/ Herkimer/ Jefferson School	MAN AS CREATOR AND EXPLORER Children like to work with tools.	1. Given instructions, motivation and materials, the student will demonstrate an understanding of the media process by creating and completing a linoleum block print and four prints, mounted.	1. The student will ... Develop a knowledge of the mechanics of print making. ... Demonstrate the ability to plan and with continued evaluation prepare the block to use in making multiple prints. ... Visualize and use the total area of the working surface, including positive and negative space. ... Realize and correct any mistakes as each print is pulled.	SOCIAL STUDIES The study of printing and its history and influence on man.	By allowing the students to identify alternatives which will be of help in developing the project, the student is making judgements that will affect future action.	Actual prints of well known artists works file of teacher. Slides and films of Printmaking from Mid York and Utica Film Exchange.	1. 100% of the students will complete a lineoleum printing block, according to the skills and directions indicated and pull four proofs, mount them and exhibit them.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES. (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART **UNIT TOPIC** PAINTING **GRADE/ AGE LEVEL** 5 and 6 **LENGTH OF UNIT** 300 Minutes Submitted by Rima Badalians Roosevelt School	1. MAN & HIS ENVIRONMENT. 2. MAN & HIS SELF IMAGE 3. MAN & HIS GOD. Generalizations Paintings, Man's feeling towards his God, environment and self-image are reflected in his various paintings, the theme and idea is the same. Mans search for perfection is reflected in the transition of painting from cave paintings to contemporary paintings.	1. Given slides and lecture on Impressionistic painting, 100% of the students will verbally discuss color and light existent in Impressionist paintings (Cognitive, affective). 2. Given paper and pencils, the student will draw and create an original preliminary pencil sketch. (Psychomotor, Affective). 3. Given water color and one color pencil of their choice, the student will transfer pencil sketch to final water-color paper to a 100% of accuracy. (Psychomotor, affective). 4. Given water-color and explanation of techniques, the student will paint an Impressionist original water-color painting to 100% of accuracy of following direction. (Psychomotor, affective).	1. Slides and Lecture Each student will make a comparison between different Impressionist artists work. Such as 1 Degas 2 Monet 3 Van Gogh 4 Manet 5 Renoir 6 Matisse 2. Creativity Being able to create a work of art stemming from the students' feelings and thoughts and reactions to slides. 3. Demonstration Each student will have ability to reproduce or execute step by step, instructions as given in the teacher's demonstration. 4. Direction: The ability to follow directions and instructions in executing a water-color painting.	1. Social science. Learning about French, culture, tradition, people, environment, also study of lives of each Impressionist artists. 2. Science. Study of landscape. Flowers - sunflowers and water lilies. Trees - cypress trees and olive orchard. Figures - movement of body, faces. 3. English. Ability to read art books, dictionary.	1. Deepened understanding of great Impressionist masters. 2. Ability to value form and color in their environment. 3. Ability to express thoughts and emotion through different art media.	Slides Munson-Williams Proctor Institute Slide collection. Teacher's collection. 1. Edgar Degas (a) The ballet school. (b) The dance class (c) Absinthe. (d) Cafe concert. (e) Ballet scene. 2. Van Gogh (a) Self-portrait. (b) Sunflowers in a vase. (c) The sower. (d) Road with cypresses. (e) The olive orchard. 3. Matisse: (a) The blue window. (b) Bather. (c) Self-portrait. (d) The green stripe. 4. Renoir: (a) Sailboat in argenteull (b) Mma, Charpentier and her children. (c) On the terrace. (d) The child or a girl with a watering can. Books: 1. Color slide program of the Great Masters. 2. Modern art movements Paul Hamlyn. (The above McGraw Hill Publication, 1970). 3. History of Art, Janson, 1969, Prentice-Hall. Publishers.	1. Teacher constructive test. Given 10 slides, each student will identify all 10. Four minutes for each slide. 2. Validity of pencil sketch and water color (individual). 3. Progress In art technique, from step one to step four. 4. Effort.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCED	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC CERAMICS COIL & PINCH POTS GRADE/AGE LEVEL Grades 5 & 6 LENGTH OF UNIT 240 Minutes Submitted by: Elizabeth Williams Hughes School	MAN AT PLAY Many people spend their leisure time making ceramic pots.	1. Given clay and specific instructions, 100% of the students will create two 3 dimensional pots using the coil and pinch methods. These pots will contain the following criteria ..Each pot will contain exact method demonstrated by teacher. .. Coil pots will contain coils cemented with slip. ..Finished pots will contain an indented or added texture surface. ..All pots will be bisque fired and glazed according to pour, brushed or painted glaze techniques. 2. Given the objective above, the student will employ at least four of the following skills during this lesson: ..Improve and increase over all time of attention. (Cognitive). ..Perceive the pot from various points of view. (Sensory, psychomotor). ..Demonstrate an understanding and knowledge of the media and processes involved. ..Demonstrate ability to plan. ..Demonstrate continuous evaluation of pots. ..Increase and develop eye-hand coordination. ..Develop tactile perception. ..Adopt the idea that making ceramic pots may be one form of spending leisure time. (Affective).	1. Given theme the student will ..Demonstrate an under standing of the step by step process of creating both pots as explained by the teacher. ..Create the pots making all sides equal width. ..Design an idented or added texture surface to both pots. ..Fire and glaze pots according to demonstrated directions. ..Complete pots for exhibits and/or gifts. 2. The teacher will clearly explain the objectives and the student will choose four skills on which to concentrate. The student will write them down and go over them during the class.	SCIENCE Earth science. Clay content (chemical). Where clay is found. What glazes are. How colors come from nature. ECONOMICS Shapes, the use of shapes in everyday life. Utilitarian dishes. Decorative flower pots, ashtrays, etc. How shapes reflect attitude, and atmosphere of an environment. SOCIAL STUDIES Who first made pots and how. Cultural influences and inferences from archeological expeditions. ENGLISH: Greek stories from glaze decorations. MATH: Mixing glazes and proportions.	STUDENTS will choose the shape of the pot and decide on the purpose that it will fulfill. (Development and building). Student will choose the textural treatment he will give to pot based on design ideas. (Clarification). Student will choose the colors and methods of glazing the pot. (Confrontation). Student may appreciate the value of cleanup and care of materials.	CLAY IN THE CLASSROOM by George Barford, David Publication, 1959. CERAMICS, WIRE AND WOOD by Harvey Weiss, Wm. R. Scott Publishers, 1965. CERAMICS, Dover Press 1962 by Nelson. MOVIE CLAY POTTERY, Amaco Clay Co. Beandon Films Inc. CERAMICS, WHAT? WHY? HOW? McGraw Hill (Movie). Charts on Pinch, & Coil Pots (made in room by teacher) Media: Clay. Clay tools, wire - double ended. Clay boards. Stamps for texture. Sponges. Glazes. Bowls, brushes. Kiln and necessary equipment.	1. 100% of the students will complete one each, three dimensional pinch and coil pots to a 100% of accuracy which will include the criteria listed in the objective. 2. 100% of the students will choose at least four skill areas of concentration listed in the objective. These skills will be written down and the student will verbally state the choice to the teacher and discuss how the skills were implemented.

SUBJECT AREA

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

LENGTH OF UNIT

6 Weeks

Submitted by:

Henry Coupe

Miller School

CONCEPTS & GENERALIZATIONS:

2. MAN & HIS INTIMATES Through pictorial expression, man records his relationships with his peers, as evidenced by evolution of both perspective and portraiture as humanistic concepts in Renaissance art.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

2. Given the opportunity to observe reproductions of Piero della Francesca's painting "Beatrice Sforza," and Leonardo's "Woman's Head," the student will recognize Piero fills his picture with pale light which intensifies his forms and enriches his color; and in contrast to Leonardo, he uses a minimum of modelling (the representation of three-dimensional forms on a two-dimensional surface, by gradation of color or light, in such a way as to make them appear solid). The rigidity and volume of the sitter give her a monumental dignity.

Leonardo's "Woman" differs from Piero's "Beatrice" because of the subtle shading and drawing.

NOTATION: Ancient Roman sculpture and Flemish painting were the impetus for Renaissance portraiture.

In ancient Republican Rome, political and military leaders instituted the custom of having portrait statues displayed in public. This practice is analogous to ancient Egyptiac portrait scuplture, although Egyptiac statuary was, for the most part, idealized: the sitter was portrayed as young and athletic in build; his facial expression was serene, as if he were glimpsing the far-away Egyptiac heaven, where his ba (spirit) would roam through fields plentiful with grain; with dawn, the ba(bah) would return for its symbolic meal, made possible by the magical practices of priests. The Roman approach, however, differed because of its emphasis upon the psychological element: a physiological record of patriarchal endurance was of more importance than the rendition of idealized, mystic repose. All Romans, of course, were not susceptible to this stark realism; portraits of Augustus, for example, convey a touch of divinity.

These examples demonstrate societal causes were responsible for both Roman and Renaissance portraiture; the Renaissance princes identified themselves with the Republicans of ancient Rome (humanist scholars emphasized a moral philosophy expressed through civic values). The merchant oligarchy made their appeal to the general population through patronage of the fine arts. Quattrocentro Florence was represented by the humanist scholar, Bruni, as the new Athens; and the presence of these small towns, successful merchants (who dominated far eastern trade routes), of bankers, and scholars resulted.in a fierce local pride; while ancient manuscripts and objects of art gave impetus to a new aesthetic. Under such circumstances, civic pride was reflected in ostentatious aesthetic display,

Piero della Francesca (PYAY ro DALE lah frahn CHASE kah), 1410/20-92) worked in Florence, Rome, and Urbino, but his fame rests chiefly on his frescos in the choir of St. Francesco at Arezzo, and his diptych with the portraits of his patrons, the Duke and Dutchess of Urbino (oor BE no), Federigo and Battista da Montefeltro.(MON tay fail tro). His method of rendering almost miniasture-like details in his landscapes - trees, lakes, winding roads, hills - was derived from the Flemish painter Justus of Ghent, who visited Urbino when Piero was Montefeltro's court painter. But Piero's pale morning light, his massive forms, and rich enamel-like color, place him far above his northern predecessor.

Piero is popular today because both naturalistic and abstract painters admire the superb perfection of his art. He is credited with two treatises on perspective and mathematics.

The word perspective comes from the Latin words specere - to see, and per - through.

Although an unperfected form of perspective was known in classical times, it was lost; and it is only through fairly-modern excavations of Pompeii and Herculaneum, two ancient resort towns, that we have become familiar with Greek perspective (the Romans emulated Greek culture and hired Greek artists to paint murals on the walls of their small rooms). Both Pompeii and Herculaneum were buried under ash from the eruption of the volcano Vesuvius in A.D. 79.

Filippo Brunelleschi's (brew nell LESS key, fee LIP po) theory regarding linear perspective is paraphrased as follows: If we stand in the center of a road, both sides (lines) of the road narrow as they approach the horizon; they seem to converge and disappear on the distant horizon, and they appear to meet at a point on the horizon (the horizon flows as an imaginary line, at a right angle from us, across the fields and road). Brunelleschi called the point at which both sides of the road vanish in the distance, the vanishing point. The tops of trees, or buildings edging the road, appear as if they are following an imaginary line down towards this vanishing point. Both trees and buildings seem to diminish in size as they approach the horizon. This type of perspective is known as one-point linear perspective.

From the Flemish painters, Hubert and Jan van Eyck (ike, vahn), Leonardo da Vinci (1452-1519), (lay og NAR dough duh VINN tshee) learned aerial perspective. These northern artists noted colors and objects fade with distance, because dust in the atmosphere diffuses light - hence the term "aerial" perspective.

Perspective is a Western aesthetic device, currently discarded by many modern painters, who feel it is but one way of expressing an aesthetic reaction to phenomena.

Renaissance scholars were known as humanists, because it was their aim to deal primarily with the personality element; and, although both Nature and man were thought to mirror the divine, only observation of phenomena would reveal the divine. This attitude is further elucidated by Leonardo when he wrote: "The deity that resides in the science of the painter causes the mind to transform itself into a similitude of the divine ... " This echoes the humanistic desire to find God in Nature and man. Such a neo-Platonic metaphysic resulted, of course, from a shift in life policy brought about by the complexities of mercantilism and its resultant effect on the mores of Gothic town life, with ensuing scholarly and artistic re-examination of classical art and literature. The prosperous merchant-princes eschewed an other-worldly outlook, joining the scholars (humanists), who believed a study of the writing of ancient Greece and Rome was vital for the education of the well-rounded man. The princes patronized artists who shared their views, which resulted in the perfection of linear and aerial perspecyive in painting. Without excluding theological aspects, Renaissance painters also depicted contemporary man in his societal milieu.

This concept was also manifest in Renaissance architecture with its characteristic horizontal-vertical movements, based on mathematical laws, as a departure from the soaring grandeur of Gothic cathedral architecture. The psychological element (man the measure) carried over into sculpture as well, with the figure no longer considered an appendage to a cathedral facade, it stood free in accordance with classical canon and inspiration.

Such a principle produced the scientifically- and aesthetically-oriented Renaissance man - poet, architect, painter, writer, city-statesman, perhaps even a condottiere.

And the individual par excellence for this setting is Leonardo, so regarded by scholar and layman alike because of his immense erudition. Da Vinci was physicist, engineer, anatomist, philologist, architect, painter, inventor, draftsman, and sculpture. In addition, his notebooks are replete with maxims. He was commissioned by popes and princes. In the words of the Vinciologist, Fausto M. Bongionanni, Leonardo's "work constitutes an epilogue of technicocultural situations that bespeak an old cosmopolitan tradition, and a phase of revival and rejuvenation of these in a period during which the center of cultural cosmopolitanism was located in Italy,"

There is, to be sure, an immense literature concerning da Vinci, and Leonardists constantly reinterpret his notebooks, but, here, discussion of Leonardo's contributions will be confined to those which pertain to painting.

"Humanist" was a word used in Italy in the fifteenth century to denote a teacher of the humanities (those subjects forming the curricula for the education of Florentine pupils). These subjects consisted of a reading of the classics of ancient Greece and Rome, the study of Latin, moral philosophy, history, grammar, rhetoric, and style; and this produced an ethic conveyed in civic terms. Drama, painting, literature, philosophy, sculpture, science and architecture reflected the humanist concern with man in his societal setting emulating, in Gilbert Highet's words, "the dignity of the ancients."

A Flemish preference for naturalistic detail and perspective derived from the French miniaturists who, by the 1320's, were familiar with Giotto's contributions (when the French king Philip the Bold succeeded to the Duchy of Burgundy in 1384 and acquired Bruges, Ghent and Ypres, Flemish painters adopted the aesthetic outlook of the Italian humanist painters). This, however, did not give rise to a northern interest in classical canons constructed upon faith in mankind, echoed in the writings and art of the ancient Greeks and Romans,. Primarily, it was the naturalism of the Italo-French manner which fascinated the northern painters and their patrons, the burghers (rich merchants).

The Flemish burghers wanted portraits of themselves, and a reconstruction of their milieu in paint; they especially favored a humanism which portrayed fields, castles, their humble rooms; all was to be rendered in minute detail, sans divine mathematical theories and idealized countenances which, for the Italian, signified the noble measure of man. Interaction of this Italo-Flemish aesthetic produced a cross-pollination of northern and Italian painting.

Examples of Flemish influence are evident in the landscape motifs of Leonardo and Piero.

"The Mona Lisa" is, of course, one of Leonardo's most famous paintings. Mona (Madonna) Lisa di Anton Maria Gherardini (MO na LEE suh de ON tone muh REE uh gair are knee) married the Florentine merchant Francesco del Giocondo (frahn CHASE co dell joe CONE dough). She was twenty-four years old when Leonardo's portrait of her was begun in 1503. Although she is not the Leonardesque ideal of beauty, her fame rests upon that "tantalizing smile"; this smile could well be the result of careful schooling in the femine graces. One Agnolo Firenzuola (ahn YOHL oh fee wren ZWOE luh) wrote in his primer for charm: "From time to time, close the mouth at the right corner with a suave movement, and open it at

CONTINUED

SUBJECT AREA

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

LENGTH OF UNIT

6 Weeks

Submitted by:

Henry Coupe

Miller School

(CONTINUED)
OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

(2) the left, as if you were smiling secretly ..." The fame of Lisa's mysterious smile also rests upon Leonardo's invention, sfumato (blurred outlines); the corners of the Mona Lisa's smile are subtle. Walter Pater, the English critic, also contributed to her immortality; he called hers a Gothic smile, of the Queens and Saints at Rheims or Baumburg ..." The painting's fame with present-day critics is much less romantic: they note the importance of the landscape behind the Mona Lisa. Leonardo softens a wild landscape of pinnacles and streams with his sfumato to achieve an illusion of aerial perspective.

The Italian Vinciologist Fausto M. Bongioanni makes a striking comment on Leonardo's approach to landscape painting: "Leonardo's conception of an unpeopled landscape, making no pretense of pleasing, indifferent to any thought of human existence, and all concentrated in an idea of cosmic life, is the conception of a poetic philosophy that Leonardo could well say he had attained if he could hear modern geologists expressing astonishment at his scientific accuracy and aesthetics expressing equal admiration for the truth of his fantasy."

The critic Giogio Nicodemi also observes: "Mona Lisa has a sweet and intimate smile, but a mood of sadness seems to emanate from her tenuous setting of distant rocks stained with azure."

In his treatise on Painting, da Vinci regarded the mastery of landscape painting as essential.

By contrast, Piero's painting of Beatrice Sforza evokes the traditional serenity of the Renaissance landscape-motif: the uniqueness of the setting is rendered in sharp detail; small-scale figures and buildings illustrate the quattrocentist painters' penchant for depicting a backdrop, often of their own regions.

LEARNING EXPERIENCES 2.

1. The student will research and make an oral presentation on one example of Renaissance portraiture (sculpting or painting). He may use slides and/or reproductions. (Affective-cognitive).
2. The student will paint a water color portrait of a class member. (Affective, psychomotor).

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

BIOGRAPHY

(A) Have the student read a biography of a Renaissance artist or prince. (Reading) (Affective-cognitive).
(B) Have the student write a report of no more than three paragraphs on the selected biography. (English composition). (Affective-cognitive).
(C) Give the student the option of presenting an oral report of the selected biography. (Language Arts). (Affective-cognitive).

VALUING EXPERIENCES 2. The value clarifying method is intended to be a contribution to judgement on the part of the student; by this process he both examines and declares reasons for his choices. He does so by enumerating his choices, thus clarifying alternatives. This approach is a vehicle for judging. The student lists, weighs consequences, then chooses freely in the light of those consequences: he has recognized alternatives, classified them, chosen on the evidence of approaches and their consequences.

A hypothetical approach to the value classifying response follows:

The problem for the student is the rendering, in a drawing, of depth illusion on the flat, two-dimensional surface of his paper. He has freely chosen this task.

For a decision on his part, the value clarifying method, or response, is as follows:

1. Recognition of need for choice (he has identified the problem). Through exposure to the Renaissance unit, he has learned the humanist painters developed three approaches to the problem of presenting the illusion of depth upon the flat surface of a wooden panel, a wall, a canvas. The student has observed Giotto relied mainly on the illusion of overlapping planes, the Flemish on aerial perspective, Leonardo, in "The Last Supper", on one-point linear perspective. The student has now identified the problem.

2. Identification of alternatives. The student lists the three approaches to perspective, as used in Renaissance painting. He has now classified the alternatives; he has clarified the approaches to his problem.

3. Analyses of alternatives in the light of possible consequences. He must ask himself which is the most suitable approach to his task. If he chooses to solve his problem by doing a drawing, using the one-point linear perspective approach, he must remember:

(a) The horizon is an imaginary line where earth and sky seem to meet.
(b) The vanishing point is that place on the horizon where, say, the rails of a track, or sides of a road, appear to meet in the distance.
(c) The horizon is the height of your eyes (eye level) when you are above the ground.
(d) The horizon is represented by a straight line across his drawing board, and the horizon line is the first step in making a perspective drawing. (The student can easily locate his eye level in various environments - in a room, a hallway, outdoors). The horizon (eye level) is an imaginary line, it passes behind walls, hills, buildings.
(e) The student must also remember this: although the two rails of a track are parallel, these parallel rails (lines) seem to meet at a point on the horizon, that is to say, they seem to converge at the vanishing point. This illusion is due to the combined mechanisms, or processes, of eye and brain. (Here, a simplified introduction to the science of optics, with emphasis upon the psychology of seeing, helps clarify for the student the importance of perspective for Renaissance painters).

The topic of sight perception should be presented simply. It is pertinent to the student's problem. The pedagogical approach and style are arbitrary; what is of importance is the evidence, for the child, of the importance of science. This data might be presented in the following manner:

The pupil of the eye is a hole which receives rays of light; light reflects objects on the retina, a sensitized plate located at the back of the eyeball. The retinal cells are the third smallest in the body, numbering 50 million. An image is broken up into minute points on the cells of the retina. Like a camera or a television set, then, the eye prints a picture. Look closely at a newspaper print of a photograph, the dots in the print coalesce when perceived at a distance, producing a picture. Similarly, an image projected upon the retina is broken up into dots by the rods and cones of the retina. At the back of our brains is a visual area comprised of cells which are the sum of the points of stimuli on the retina. In a word, points or dots on the retina correspond to points or dots in the visual sphere of our cerebral cortex. The dots on the cerebral cortex are called optic cells, and it is through these cells we experience images brought by light along the optic nerve (the optic nerve transforms light impressions into electrical currents). Made up of two million fibers, the optic nerve transmits electrical impulses to the optic cells of the brain. This cable, or network, is the link between light-sensitive dots on the retina, corresponding to those dots on the visual sphere of our brains. The eye, then, is analogous to a camera in that it takes photographs, but ocular cells, or dots, at the back of the brain interpret the photograph. It is as if the visual part of the brain is an immense computer, if we close our eyes, we are able to visualize a friend, a landscape, colors, and so on, because we are using our visual (cortical) memory computer.

The humanist painters wanted to create a sensation of the way we see the world, they wanted to create the illusion of naturalistic space (the word "naturalism" comes from the word "nature"). The Renaissance painters felt their pictures should look like "windows" on reality, they hoped to reproduce the psychology of optics (the way we see on a two-dimensional plane (height is one of the dimensions, width the other, the plane is the flat surface of the paper, and the third dimension is the illusion of depth).

Since perspective drawing is based on the use of the ruler and is exacting, the student must ask himself why he might choose this over the other two approaches to perspective (aerial and overlapping planes). Is he sure this is the approach he wishes to use for solving the problem he has set for himself?

4. Free choice among the alternatives. Now the student chooses one of the three approaches. (In our hypothesis he chooses to do a one-point perspective drawing).

5. Internalization into behavior (i.e., act on your choice). He begins his drawing, carrying out the assignment he has freely chosen.

6. Re-evaluation of the chosen alternative in the light of new experience. After completion of the assignment, the student re-evaluates; he reflects upon his decision on the evidence of his completed task. Does he feel one-point perspective is the best means of showing three-dimensionality on a flat surface? Was the experience stimulating intellectually? Emotionally? Aesthetically? Has he pride in his achievement? If the answer is "No," he must go back, reclassify the alternatives, and re-assess the approaches to the problem he has set for himself. Whatever his choice, he has used the clarifying response as a vehicle for judgement.

CONTINUED

SUBJECT AREA

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

LENGTH OF UNIT

6 Weeks

Submitted by:

Henry Coupe

Miller School

RESOURCES & MATERIALS 2. BIBLIOGRAPHY Books (For student reference). Chase, Alice Elizabeth. "Famous Artists of the Past". Chanticlier Press, Inc., New York, 1964. Has a section of Van Eycks.

Coln, Rean Neumann. "Kings and Queens in Art". Lerner Publications Company, Minneapolis, Minnesota, 1965. Offers a fine sculpture portrait of Co-Emperor Lucius Verus (A.D. 130-169). There is a good explanation of miniatures on page 27.

A quote from the section on Lorenzo the Magnificient, on page 30 reads: "Here is a new kind of portrait. This is not a hero image. It is intended to look just like its subject". The portrait is by an unknown painter. This book has presentations of Donatello's statue "David of the Casa Martelli,"

Michelangelo's "Sistine Chapel" in Rome (showing two boys watching over the shoulder of the prophet Zacharias); the angels in "The Sistine Madonna," by Raphael are also illustrated.

Downer, Marion. "Children in the World of Art". Lothrop, Lee and Shepard Company, New York, 1970, pp. 25-47.

Excellent sections on Greek, Medieval, and Renaissance art (in Italy and Northern Europe). The book offers a simplified explanation of Giotto's contribution; Donatello's "David" is explained. The author also defines the term "fresco".

Gail, Marzieh. "Life in the Renaissance". Random House, New York, 1968.

Gibson, Bartharine. "The Goldsmiths of Florence: a Book of Great Craftsmen". The Macmillan Co., New York, 1928.

There are remarkable sections on architecture. A fine presentation of Brunelleschi's achievements (pp. 90-100). The author gives a concise explanation of Brunelleschi's approach to the problem of devising a dome for the Cathedral of Santa Maria del Fiore. The Pantheon dome served as his inspiration. Resting on an eight-sided (octagonal) drum, Brunelleschi's dome is reinforced with eight pointed arches. He devised a wooden chain which stretches across the bottom of the dome to keep it from spreading. The author writes: "As anyone knows who may have tried to build a dome with children's blocks, the work goes very smoothly only about so far; and then the weight of the curve pushes the lower row of blocks out of place and the whole collapses. Filippo (Brunelleschi) knew that he could keep this from happening to his dome by putting a great wooden chain about it to hold the lower part in place" (p.96.)

The author goes on to explain how Brunelleschi built" ... high up in the dome, wine shops and eating houses for the workmen in order that they should not have to endure the fatigue and loss of time that climbing up and down continually would have caused." (p. 100). A book for the adult as well.

Harkonen, Helen B. "Farms and Farmers in Art". Lerner Publications Company, Minneapolis, Minnesota, 1965.

This book has a reproduction of "The Good Shepherd", a mosaic in an early Christian tomb (p.21). She writes: "Religious ideas were often symbolized by experiences familiar to everyone. Sometimes Christ was represented by a shepherd watching over his flock."

She defines an illumination as decoration "painted in the margins of books". Often a full-page illustration was presented "showing a biblical episode". "... Prayerbooks also contained a calendar as a guide to worship. The most famous is in 'The Very Rich Book of Hours' by Pol de Limbourg." "Each illustration in the calendar shows activities appropriate to the month, as they took place on the duke's (Jean de Berry) estates." "The Month of October "is illustrated in this book.

Jacobs, David. "Master Painters of the Renaissance". Viking Press, New York, 1968.

Lerner, Sharon, "The Self-Portrait in Art". Lerner Publications Company, Minneapolis, Minnesota, 1965.

Includes a section on Sandro Botticelli (SAND row bought tea TSCHELL ee), (p. 10).

Moore, Lamont. "The First Book of Paintings". Franklin Watts, Inc., New York, 1960.

The author defines the elements of art as "the basic things used in making a painting, (as) line, shape, space, light, and color. The principles, the basic rules which the artist

EVALUATION 2. The teacher's evaluation of the student's written or oral report will be based upon whether the pupil understood the impetus for Renaissance portraiture, i.e., it was the intention of the Renaissance prince, in emulation of Roman portrait sculpture, to immortalize himself because of his public patronage.

The teacher will recognize the student's knowledge of the problem: how to present a naturalistic portrait in the Renaissance tradition; there is no emotional underscoring of the sculptor's attitude toward the sitter.

CONCEPTS & GENERALIZATIONS 4. MAN IN HIS PHYSICAL ENVIRONMENT Art is a means for depiction of the impact physical environment has upon the creator.

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR) 4. Given reproductions of Andrea del Sarto's "Portrait of a Sculptor", and Piero della Francesca's "Federigo da Montefeltro," the student will observe Piero's portrait of the Duke is a fusion of landscape painting and portraiture. He will notice Francesca depicts the Umbrian landscape behind Montefeltro - small brown trees, hills, a crystal lake with boats, the clear Mediterranean sky.

In contrast, del Sarto's "Sculptor" is placid in a stark interior, only his costume and the style of the chair convey his Renaissance origin.

Del Sarto achieves the illusion of three-dimensional space (perspectives) by his use of modelling, overlapping planes (the sculptor's right sleeve blocking the arm of the chair and the book), and the device of showing the corner of a room in the background. Light in del Sarto's picture is limited to heighten the effect of chiaroscuro (ke ah ruh SKYOO ruh. Italian: light and shade). Conversely, light in Piero's picture heightens the starkness of Federigo's profile.

NOTATION: Andrea del Sarto (1486-1531) (ahn DRAY ah dell SAR toe) was a Florentine painter whose work is derivative of Fra (Father) Bartolommeo (bar toe low MAY oh) and Raphael (RAHF ah ell, or RAY fih ell). He eschewed the Florentine colored-drawing approach in favor of juxtapositions of colored light and shade. His dark-eyed Madonnas are the opposite of Leonardo's delicately rendered ideal beauties.

Federigo da Montefeltro (1444-1482) (MON tay fail tro), the Duke of Urbino (oor BE no), was a condottiere (conDOUGH tea AIR ay) - a professional general who was hired out by other principalities, and often popes, to settle grievances in battle. Although Federigo was skilled in the condottiere's methods, he exemplified the ideal Renaissance prince: he was merciful to his enemies, collected the greatest library in Renaissance times (the library was later merged with the Vatican library), was devout, well-versed in architecture, a patron of the arts, loved music, was courteous to the ladies, dressed soberly, and abstained from wine and sweets. He died of malaria contracted on a campaign in the swamps near the Po River.

His second wide, the Battista of Piero's diptych (a picture consisting of two parts, usually hinged together like the pages of a book), ruled Urbino while Federigo was fulfilling his condotta (contract).

On the reverse side of this two-portrait diptych is a painting of Montefeltro's accomplishments, and on a marble plaque beneath the figures in the triumphs scene, Federigo is noted as an illustrious soldier, while Battista is praised as "she who knew how to keep a balance in her own life, and was greatly honored for the splendid achievements of her husband".

Pertinent to the humanist scholars' emphasis upon man in his physical environment was the concern with the secolaro (SAY ko lahr ray. Italian: secular). Medieval texts were rejected in the schoolroom in favor of excerpts from Greek and Roman classics, theology was infused with pagan precepts for the full life. In humanist schools, the words Rinascemento (ree NAH she men toe, renaissance - rebirth) and Umanismo (ooh mahn EASE moe, humanism) were illustrative of basic doctrines for human living, as opposed to a mystical medieval approach.

This humanist concern with men in his world, with movement of life and thought, is reflected beyond the schoolroom: the great bankers, merchants, princes indulge in town planning, palaces in the form of enormous stone cubes become one characteristic type of Florentine architecture, citizens furnish their homes with products of guild workshops - sculpture, goldware, fine furniture, and tapestries.

CONTINUED

SUBJECT AREA

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

LENGTH OF UNIT

6 Weeks

Submitted by:

Henry Coupe

Miller School

(CONTINUED) OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

4. Florence, for instance, becomes a model for the elegant urban environment, the place to live well, Brunelleschi, architect and theorist of perspective, emphasizes the importance of architecture; men move through, and around its formal beauty.

Renaissance painters and sculptors learned their craft in workshops. They joined together into guilds to get experience and commissions; profits were equally divided among the members.

LEARNING EXPERIENCES

4. The student will convey, by panel discussion, his or her preference for Piero's or Andrea's painting.

The panel discussion will be pertinent to the following questions:

(a) Does the student prefer the cultural ideal approach del Sarto exhibits towards his sitter? Or does he favor Piero's stark, frank, but beautifully-colored portrait of Montefeltro?

(b) Does the student feel it would be more interesting to represent man in an interior than in a landscape?

(c) Should an environment reflect a place and a time, even if that place is dreary?

(d) The Urbino landscape in Piero's portrait of the Duke appears almost like a tapestry; the hills and the tiny trees look manicured.

What about our own twentieth-century physical environment with its pollution and proliferation of commercial bad taste - signs, debased Bauhaus road stands, colonial-style gas stations, golden arches, and so forth?

(e) Is the student cognizant art conveys the personality of the artist, that "the style is the man"; while illustration merely presents data, shows us what is there, much like a photograph - although, to be sure, illustration of high caliber verges on art. Among examples of portraiture illuminating the personality of the artist is Leonardo's "Mona Lisa": here the background conveys his neo-Platonic attitude towards Nature. No setting is arbitrary for Leonardo. (Cognitive-affective).

2. The student will paint, or draw, a picture of children in an environment. He may wish to paint a city-scape instead of a landscape. He might depict his room, or his backyard. Or he might paint, or draw, men on the moon, or at war; he might depict certain sports and their settings. (Cognitive.affective, psychomotor).

3. Much of our architecture was based upon the classical orders (the separate groups representing the three Greek orders of columns: Doric - developed from Egyptian models; the Ionic and the Corinthian). Another decorative motif adapted from classical sources is the arch, perfected by the ancient Romans. Combinations of these motifs have produced varied architectural styles.

The student will design a contemporary building based upon a combination of the following classical architectural motifs:

1. Columns, 2. Arches. 3. Arcades (a series of arches supported on columns). 4. Basilica (Greek, from Basileus, a king). 5. Domes. (Cognitive-affective-psychomotor).

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

4. The student will research the guild system in Renaissance Italy and write a report on how the guilds functioned.
(Social Studies)(Reading)(English Composition)(Cognitive).

RESOURCES AND MATERIALS

4. BIBLIOGRAPHY (Continued) Books (For Student Reference) follows in using the five elements have to do with pattern, balance, rhythm, contrast, and unity."
"The words of the (artist's) language are the elements and principles".
Raboff, Ernest Lloyd. "Leonardo da Vinci: 1452-1519." Doubleday, Garden City, 1971.
"Explain some basic techniques of da Vinci, analyzing a few of his better-known paintings."
"Ruskin, Ariane. "The Story of Art for Young People". Random House, Inc., New York, 1964.
Describes in terms understandable for the young reader Greek, Roman, Byzantine, Medieval and Renaissance art,

EVALUATION

4. LEARNING EXPERIENCES The teacher's evaluation:

1. will be based upon the student's understanding of the differences in the artistic devices del Sarto and Piero della Francesca employed to depict their portrait subjects.
(Cognitive Learning Experience)

2. of the student's painting or drawing will be based upon adequate depiction by the student of the chosen environment.
(Cognitive-Affective-Psychomotor Learning Experience)

3. will be based upon how well the student combined classical architectural motifs in his drawing.
(Cognitive-Affective-Psychomotor Learning Experience).

4. RELATED LEARNING EXPERIENCE The teacher's evaluation:

1. will be based upon the student's knowledgeability concerning the subject of guilds.
(Social Studies)(Reading)(English Composition)
(Cognitive Related Learning Experience).

CONCEPTS & GENERALIZATIONS

7. MAN AS CREATOR AND EXPLORER - Man's intellectual curiosity is exemplified through art.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

7. Given slides of Byzantine mosaics portraying Justinian and his wife Theodora, and given also reproductions of Leonardo's "Last Supper," Canaletto's "Square of St. Marks, Venice," and Sybil Fonda's "Memories of Old Venice," the student will observe the progression of techniques for space rendition from the Byzantine, through Leonardo's and Canaletto's one-point linear persepctive, to the flat juxtapositions of large areas of color in Sybil Fonda's contemporary rendition of Venice. He will be cognizant the Byzantine artist depicted Justinian and Theodora in sumbolic terms: the gold background behind Justinian and his attendants represents the golden light of heaven; and the large, dark-eyed, frozen figures signify divineness. The Byzantine mosaic artist symbolized the Emperor's "Divine kingship" with God by making Justinian appear otherworldly. In their book, "The Picture History of Painting", H.W. and Dora Janson write: "The intense stare of the large, dark eyes stresses the life of the spirit, rather than of the body, which is hidden away behind flat, pattern-like garments".

Unlike the Byzantine mosaic artists, da Vinci represents God and man in human terms: Christ is shown as a man who has just announced his eventual betrayal; he makes a resigned gesture with lowered, outspread arms, and his face shows an expression of serene philosophical grace; his disciples are presented as men, experiencing intense emotional reactions upon hearing that one of them will betray Christ, the setting - with its deep recesses of background, and the landscape view through the windows behind Christ - symbolizes a worldly environment (a human view) in accordance with the humanistic phulosophy of Leonardo's times. Da Vinci's model for Christ was Count Giovanni. In his notebooks, Leonardo described the disciples in the painting as follows:

CONTINUED

SUBJECT AREA

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

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(CONTINUED) OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

7. "One who has been drinking and has left the cup in its place and turned his head toward the speaker;"
"Another, twisting the fingers of his hands together turnswith stern brows to his companion";
"Another with his hands spread open, showing the palms, shrugs his shoulders up to his ears, making a mouth of astonishment";
"Another speaks into his neighbor's ear and he, as he listens to him, turns toward him to lend ear, while he holds a knife in one hand, in the other the loaf half cut through by the knife";
"Another who has turned, holding a knife in his hand, upsets with his hand a glass on the table"; "Another rests his hand on the table and stares"; "Another breathes heavily with open mouth"; "Another looks forward to look at the speaker, shading his eyes with his hand"; "Another drawn back behind the one who leans forward and looks at the speaker between the wall and the man who is learning".

Canaletto also uses one-point linear perspective in his painting of St. Mark's Square, but he adds the glow of Venetian sunlight to his color. This is a secular painting - the outgrowth of a Renaissance humanistic aesthetic.

Conversely, Sybil Fonda's painting illustrates the modernist's return to a flat rendition of pictorial space; she eschews linear and/or aerial perspective in favor of the juxtaposition of large planes of flat color; her figures are simplified and distorted, and they echo a Byzantine penchant for naive rigidity. Obviously the impetus for her similar approach to space differs from the religious Byzantine mosaic. She also stands apart from Canaletto because of the decorative elements in her painting: flat color, distortion of form for aesthetic and emotional impact, line utilized for its accents, and a preference for shallow, almost tapestry-like space. Her art is derivative of Matisse.

Each of these paintings represents the artist as creator and explorer, reflecting the aesthetic thrusts of their times, such movements echo world-philosophies.

LEARNING EXPERIENCES

7. 1 - The student will make a mosaic (using small pieces of colored paper pasted side by side) of a subject of his choice. (Cognitive-affective-psychomotor).
2 - The student will produce a one-point perspective drawing. He may select either an indoor or outdoor setting. (Cognitive-affective-psychomotor).
3 - The student will paint a picture in watercolor, using either overlapping, or Sybil Fonda's concept of flat juxtaposition of bright colors. (Cognitive-affective-psychomotor).
4 - The student will research and reproduce in a drawing at least five inventions designed by Leonardo da Vinci and their contemporary counterparts. Some examples are listed below: (a) Machine gun. (b) Rotating bridge. (c) Aerial bombs. (d) Two-level highways. (e) Mechanical car. (f) Helicopter. (g) Parachute. (h) Military tank. (i) Hydraulic pump. (j) Automatic printing press. (k) Flying machine. (l) Clock mechanism - "Leonardo's clock contained two independent weights and escapements: one for minutes and one for hours. Previously clocks had indicated the hours only." (Cognitive-affective-psychomotor).
5 - The teacher will list the following titles of paintings and artists. The student will research and classify at least five paintings according to the Project Search strands. For clarificational purposes, the paintings listed may be classified according to the following strands:

1. Albrecht Durer, "Self-Portrait". Strand 1. Man and His Self-Image. Strand 7. Man as Creator and Explorer.
2. Jan van Eyck, "The Donor Jodocus". Strand 2. Man and His Intimates. Strand 7. Man as Creator and Explorer. Strand 10. Man and His Gods.
3. Gentile Bellini, "Procession in the Piazza San Marco, Venice". Strand 3. Man and His Community. Strand 4. Man in His Physical Environment. Strand 7. Man as Creator and Explorer. Strand 10. Man and His Gods.
4. Giogione, "The Three Philosophers." Strand 2. Man and His Intimates. Strand 4. Man in His Physical Environment. Strand 7. Man as Creator and Explorer. Strand 9. Man and His Aspirations and Fears.
5. Pieter Bruegel the Elder, "Hunters in the Snow," or "February". Strand 2. Man and His Intimates. Strand 4. Man in His Physical Environment. Strand 5. Man at Work.
6. "A Horse-Race in the Streets of Florence; painting on a cassone (kah SO nay: wedding chest) of about 1417-18 (no artist cited). Strand 3. Man and His Community. Strand 4. Man in His Physical Environment. Strand 6. Man at Play.
7. Donatello, Bronze Doors ("Gates of Heaven") in the Old Sacristy, S. Lorenzo (Florence). Strand 7. Man as Creator and Explorer. Strand 9. Man and His Aspirations and Fears. Strand 10. Man and His Gods.
8. Piero della Francesca, "The Defeat of Chosroes". Strand 4. Man in His Physical Environment. Strand 8. Man in Conflict. Strand 9. Man and His Aspirations and Fears.
9. Raphael Sanzio, "The School of Athens". Strand 2. Man and His Intimates. Strand 7. Man as Creator and Explorer. Strand 9. Man and His Aspirations and Fears.
10. Michelangelo Buonarroti, "The Pieta". Strand 7. Man as Creator and Explorer. Strand 9. Man and His Aspirations and Fears. Strand 10. Man and His Gods. (Cognitive-affective).

6. The student will then give an oral presentation, or write a two-paragraph essay relative to the reasons for selection of the five paintings in relation to the strands. (Cognitive-affective).

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

7. 1. The student will write a three-paragraph essay, or give an oral presentation, specifying why Reniassance artists disregarded the medieval aesthetic tradition. Points to be discussed will be at least three reasons for development of the Italo-Flemish style.
(English Composition)(Language Arts)(Cognitive-Affective).
2. The student will read a biography on Leonardo da Vinci, following which he may either write a composition, or give an oral presentation concerning at least five inventions Leonardo designed which were precursors of those in use today. Some choices may be: (1) Machine gun. (2) Rotating bridge. (3) Aerial bombs. (4) Two-level highways. (5) Mechanical car. (6) Helicopter. (7) Parachute. (8) Military tank. (9) Hydraulic pump. (10) Automatic printing press. (11) Flying machine. (12) Clock mechanism. (Science)(Reading)(English Composition)(Language Arts)kCognitive-Affective).
3. The student will write an essay or give an oral report on at least five characteristics of Renaissance art.
(English Composition)(Language Arts)(Cognitive-Affective).
For purposes of review, the teacher will list on the board seven characteristics of Renaissance art:

1. A revival of classical values in painting, literature, architecture, drama, and sculpture.
2. The return to monumental free-standing figures in sculpture.
3. The practice of portrait sculpture, indicative of the Italian princes' desire to emulate the civic portraiture of ancient Republican Rome.
4. Architecture designed on mathematical proportions, reflecting the Renaissance concept of the Divine nature of mathematical proportions, e.g., the circle, the square.
5. Painting which stressed a naturalistic approach, i.e., fidelity to phenomena and, for the Italians, emphasis upon a perfection of form which reflected humanistic values.
6. Evolution of the artist as a personality; he is no longer the anonymous craftsman. The artist did not submit to a style or an edict. A culture, the church a patron could dictate the motif but could not produce masterpieces.
7. In painting, particularly, the representation of man: his self-image, his intimates, his community, in his physical environment, at work, at play, as creator and explorer, in conflict, his aspirations and fears, his relationship to his deity.

RESOURCES & MATERIALS

7. BIBLIOGRAPHY (CONTINUED) Books (For Student Reference: Shapiro, Irwin. "Golden Book of the Renaissance". Golden Press, New York, 1962.
Spencer, Cornellia. "How Art and Music Speak to Us". John Day Co., New York, 1963.
The author offers an interdisciplinary approach; she defines the fine arts as the "universal languages of beauty".

CONTINUED

CONTENT AREAS

ART

UNIT TOPIC

RENAISSANCE PAINTING

GRADE/AGE LEVEL

Ages 11 & 12

LENGTH OF UNIT

6 Weeks

Submitted by:

Henry Coupe

Miller School

CONTINUED: RESOURCES & MATERIALS

Of Greek art, she writes: "Human art as contrasted with religious art began with the Greeks". (p. 48). And: "Rome used art to emphasize her magnificence as a world conqueror". (p. 49).

In the section on cathedrals she writes: "Color displayed its magic (there)". William, Jay. "Leonardo da Vinci". American Heritage, New York, 1965. Zuelke, Ruth. "The Horse in Art". Lerner Publications Company, Minneapolis, Minnesota, 1965.

The book defines the terms "archeologists", "artifacts", "frieze"; shows a reproduction of "Young Men on Horseback" from the Parthenon frieze (447-432 B.C.). There are good reproductions of a detail from the Alexander Mosaic (about 400 B.C.), and the equestrian statue of Marcus Aurelius (A.D.121-180). The author explains how the ancient Roman borrowed artistically from the Greeks. On page 34 there is a detail from the Bayeux (bay YOO) tapestry. "In 1066 A.D., William the Conqueror invaded England. His wife, Queen Mitilda, and her ladies-in-waiting embroidered the story of his victory on a tapestry".

On page 34, there is a reproduction of the icon showing St. George and the dragon. She describes an icon (EYE con) as "a small portable religious picture".

This book also offers reproductions of Antonio Pisano's (ahn TOE knee o, pea ZAH no, or pea zah NELL lo) drawing of two mules, and Andrea Verrochio's (ver ROCK yo) equestrian monument to Bartolommeo Colleone (co lee OH nee), the great condottiere.

On page 37 there are drawings of horses by Leonardo. The author writes: "The drawings may have been studies for a colossal bronze statue he was to create in Milan". The author offers a definition of an engraving with a reproduction of Albrecht Durer's (AHL brekt DYOOR er) "The Knight, Death and the Devil". (1513).

Books (For Teacher Reference):

Brucker, Gene A. "Society of Renaissance Florence: A Documentary Study". Harper, New York, 1971. Burckhardt, Jakob Christoph. "Civilization of the Renaissance in Italy". The Modern Library, New York, 1954.

This is still considered the definitive study on the Renaissance.

EVALUATION

7. LEARNING EXPERIENCES - The teacher's evaluation:
   1. of the mosaic will be based upon the student's successful utilization of this Byzantine art form.
   (Cognitive-Affective-Psychomotor Learning Experience).
   2. of the one-point perspective drawing will be based upon the accuracy with which the student has rendered this concept.
   (Cognitive-Affective-Psychomotor Learning Experience).
   3. of the student's watercolor will be based upon the use by the pupil of overlapping planes, or of flat, bright colors to convey spatial relationships similar to Sybil's Fonda's approach.
   (Cognitive-Affective-Psychomotor Learning Experience).
   4. of the student's drawing will be based upon the accuracy of his research and the correlation of da Vinci's designs with those inventions now in use.
   (Cognitive-Affective-Psychomotor Learning Experience).
   5. of the student's classification of the paintings, according to the Project Search Strands will be based upon categorization as previously outlined.
   (Cognitive-Affective-Learning Experience).
   6. will be based upon the student's written or oral report concerning the appropriateness of the reasons for the student's selection, as they pertain to the Project Search Strands.
   (Cognitive-Affective Learning Experience)

7. RELATED LEARNING EXPERIENCES - The teacher's evaluation:
   1. of the three-paragraph essay oral report will be based upon at least three reasons being given for the development of the Italo-Flemish style in Renaissance art. (English Composition)(Language Arts)(Cognitive-Affective Related Learning Experience).
   2. will be based on the student's written or oral report and its correctness in enumerating at least five inventions Leonardo designed which were precursors of inventions in use today. (Science)(Reading)(English Composition)(Language Arts)(Cognitive-Affective Related Learning Experience).
   3. will be based upon the student's essay or oral report in which he lists at least five characteristics of Renaissance art. (English Composition)(Language Arts)(Cognitive-Affective Related Learning Experience).

CONCEPTS & GENERALIZATIONS

10. MAN AND HIS GODS - Through art it is possible to discern the development of religious beliefs.

OBJECTIVES, (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR).

10. Given reproductions of Giotto's "Lamentation for Christ", (1305-06), and Leonardo's "Madonna of the Rocks", (1485), the student will discern the figures in Giotto's painting are placed close to the foreground so that the "Lamentation" appears to be taking place on a stage. Because of this, the viewer feels it is possible to imagine himself moving through Giotto's pictorial space. Giotto achieves this illusion of space by his use of over-lapping planes, that is, each figure in the painting acts as a solid object, or plane, partially blocking the figure behind it. Giotto was the first painter who was able to achieve this type of perspective.

Da Vinci also set his figures close to the foreground and relied on over-lapping planes but, unlike Giotto, he added dimension (volume) to his forms by the use of chiaroscuro. There are no outlines to Leonardo's figures, yet they appear solid because their bulk is defined by light and shade, and their edges softened by his use of sfumato (sfoo MAH toe. Italian: evaporated, cleared-like mist). Through sfumato, transitions of light and dark are so gradual they appear almost imperceptible. Beyond the grotto setting for his figures, Leonardo depicts a partial view of a blue sky. In his notebooks, he wrote: "I say that the blue which is seen in the atmosphere is not its own color, but is caused by the heated moisture having evaporated into the most minute and imperceptible particles, which the beams of the solar rays attract and cause to seem luminous against the deep, intense darkness of the region of fire that forms a covering among them". His interpretations coincides with the findings of modern physics.

These two artists demonstrate man's worshipfulness revealed in aesthetic terms.

NOTATION: Leonardo painted two versions of the "Madonna of the Rocks". The model for the angel in both paintings may have been the seventeen-year-old Milanese girl, Cecelia Gallerani (chay CHAYL yuh gahl lair AHN knee), she resided at the court of Lodovico Sforza, the Duke of Milan - and Leonardo's patron. Da Vinci kept the first version, and painted a copy to honor his commission to the Duke. In the second version, Cecelia Gallerani is represented with wings. It is believed this painting may have been in collaboration with the De' Predis brothers, students of Leonardo.

Because Giotto di Bondone (1266-1337), (JOT toe de bonn DOUGH nay) was active before Brunelleschi and the Flemish masters, he could only rely on the use of overlapping planes and a modicum of modelling. His painting is an interesting combination of Italo-Byzantine elements: the flat, blue sky in the "Lamentation" replaces Byzantine gold, but his figures are the antithesis of the Byzantine's frozen, frontal, other-worldly figures.

LEARNING EXPERIENCES

10. 1.a. The student will, with crayons or pastels, produce a drawing, using Giotto's palette of blues, greens, greys, pinks, and grey-browns.
    b. Upon completing this, he will render a pastel or crayon drawing executed in only one color, using the monochromistic (a paint-

CONTINUED

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LEARNING EXPERIENCES 10. ing or drawing executed in only one color) approach Leonardo used in "The Madonna of the Rocks".

The student will learn how both Renaissance artists dramatized the meaning in their paintings by their use of color. Giotto's cool, subdued colors do not clash with the mood of the "Lamentation". And Leonardo's subtle browns create an atmosphere of mystery.

Although both artists used different palettes, the color moods are in keeping with the dignity of their themes.

c. The student will then, using crayons or pastels, create a drawing using bright colors to convey a mood of cheerfulness. In all three instances, the student may select the subject matter to correlate with color. (Cognitive-Affective Psychomotor).

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS 10. 1. The student will examine the religious beliefs of several cultures, and the manner in which artists expressed these religious beliefs. Significant examples are ancient Egyptian painting and sculpture, African masks, and pre-Columbian figures.

The student will either write an essay or give an oral report on the religious beliefs of the culture he has selected, and demonstrate how it differs from, or is analogous to, Renaissance religious concepts.

Modern examples of cultural-religious approaches as expressed through art are the paintings of (1) George Rouault (Roo oh, zhorzh) (2) Marc Chagall (sha gall) (3) Emil Nolde (NOL day, AYE meal) (4) Salvador Dali (DAH li, sal vah DOR) (Social Studies)(English Composition)(Language Arts)(Cognitive-Affective).

2. The student will write a two-paragraph essay, or give an oral presentation stating his preference for owning a reproduction by Giotto, or a reproduction of a da Vinci painting. Each paragraph will enumerate at least two differences in approach between Leonardo and Giotto. (English Composition)(Languare Arts)(Cognitive-Affective).

RESOURCES & MATERIALS BIBLIOGRAPHY (CONTINUED) Books (For Teacher Reference)

Chastel, Andre, "Crises of the Renaissance 1520-1609". Skira, New York, 1968.
Decker, Heinrich. "The Renaissance in Italy Architecture, Sculpture, Frescoes." Viking Press, New York, 1969.
Dresden, Samuel. "Humanism in the Renaissance". McGraw-Hill. New York, 1967.
Durant, William James. "Story of Civilization" vol. 5. Simon, New York, 1935-1967.
Ferguson, Wallace. "Renaissance". Holt, New York, 1940.
Foster, Genevieve Stump. "World of Columbus and Sons", Scribner, New York, 1965.
Gorribrich, Ernst Hans Josef. "Symbolic Images Studies in the Art of the Renaissance". Praeer, London, 1972.
Krautheimer, Richard. "Studies in Early Christian, Medieval, and Renaissance Art". University Press, New York, 1969.
Lungo, Isidore del. "Women of Florence". Doubleday and Company, New York, 1908.
The date of the book offers the comment.
Martin, Alfred Wilhelm Otto von. "Sociology of the Renaissance". Harper, N Y. 1963.
Mazzeo, Joseph Anthony. "Renaissance and Revolution the Remaking of European Thought". Random House, New York, 1965.
Murray, Peter. "Art of the Renaissance". Praeger, New York, 1963.
Pater, Walter. "Renaissance Studies in Art and Poetry". The Modern Library, N Y (no date cited).
Pater wrote these essays in 1873.
Wind, Edgar. "Pagan Mysteries in the Renaissance". Norton, New York, 1968.
Wolf, Philippe. "Cultural Awakening". Random House, New York, 1968.
Wolfflin, Heinrich. "Classic Art An Introduction to the Italian Renaissance". Oxford University Press, New York, 1952.
This book offers an excellent section on the Mona Lisa. He notes she is sans eyebrows because it "was fashionable for women to pluck (them)" at the time Leonardo painted her. Wolfflin remarks on the significance of the hands in the portrait.

PLEASE NOTE All the above-cited reference material is available at the Utica Public Library.

SLIDES The following slides are available through the Munson-Williams-Proctor Institute Lending Library for the annual membership fee of $7.50.

Architecture

Medieval. Chartres Cathedral, 1190-1220, (SHAHR truh).

Medieval, Notre Dame Cathedral, Paris, 1163- c. 1250 (NOH truh DAHM).

Renaissance. Palazzo Rucellai (pah LOTS so rue CHEL lie), 1446-51. Florence, by Leone Battista Alberti (lay OWN ay bah TEES tuh) ahl BEAR tea), 1404-72.

Renaissance. Palazzo (palace) Strozzi (Strowtze), 1489, by Benedetto da Maiano (ben eh DET toe, dah my ON oh), 1442-1497.

Renaissance. Pazzi Chapel. Begun 1430-33. Santa Croce (CROW chay), Florence, by Brunelleschi and others.

Renaissance. Pitti (pea tea) Palace, begun 1458. Possibly designed by Brunelleschi or Alberti. Florence, Pisa (PEA suh), and Lucca (LOU cah) were the important cities in Tuscany. The Tuscan area is rich in stone, colored marbles, and volcanic materials.

Note the use of arches and pilasters (a column of rectangular sections, often engaged in the wall) on the facades of the Palazzo Rucellai, and the Pitti Palace.

Renaissance. The Basilica of St. Peter, Rome, 1587-90.

The original design for the dome was created by Michelangelo, but the Basilica was built by della Porta (del lah PORT tah) and Fontana (phone TAHN nah).

Slides Portraiture

Ancient Rome. Column of Marcus Aurelius, A.D. 100.

Ancient Rome. "Female Portrait". 1st Century.

This bust evidences the evolution of Roman portrait sculpture. Valeria Messalina's (vah LAIR ee ah mess sah LEE nah) aristocratic features are crowned by a coiffure of layered curls (to keep up with fashions, sculptors used a special marble for the hair - and the carved wig was changed according to the latest change in taste). Messalina was the third wife of Emperor Tiberius Claudius Drusus Nero Germanicus, called Claudius. He reigned from A.D. 41 to 54.

Ancient Rome. "Portrait Bust". 1st century B.C. (terra cotta).

Byzantine. "Justinian and Attendants" (mosaic). c. A.D. 527, S. Vitale, Ravenna.

Medieval. Chartres Cathedral Porch Jamb (side post of a door). "Figures of Apostles".

Medieval. Notre-Dame Cathedral. "Madonna in Choir".

Renaissance. Donatello Bettobardi (do nah TELL lo, bet toe BAR dee), Florentine. 1386-1466. "Portrait of Nicolo da Uzzano".

Renaissance. Michelangelo Buonarroti (me kel AN jeh lo, boo oh nar ROE tee). Florentine, 1475-1564. "Madonna and Child", c. 1501.

Renaissance. "Pieta" (pyay TAH). The "Pieta" (Italian: pity) was completed in 1499, when Michelangelo was only twenty four. It is a combination of monumentality and tenderness. Michelangelo personifies the heroic artist - an image cult born with the Renaissance. Buonarroti's glorified physical types belie his small frame, and a face disfigured by a broken nose acquired in youth when he antagonized a fellow student.

The following reproductions are available through the Munson-Williams-Proctor Institute Lending Library for the annual membership frr of $7.50.

Reproductions

Bellini, Giovanni, Venetian, c. 1428/30-1516, (bill LEE knee, gee o VAHN knee). "Madonna and Child".

Botticelli, Sandro. Florentine, 1444-1510, (bought tea TSHELL ee, SAND roe). "Virgin and Child".

Bruegel, Pieter (Pleasant B.). Flemish, 1564-c. 1637, (BRU g l PEA t r). "Wedding Dance".

Canaletto (Antonio Canale). Venetian, 1697-1768, (can al ET toe, ahn TOE knee oh). "Square of St. Marks".

Canaletto's paintings were the postcards of his day. But his superiority as a painter is due to his superb assimilation of light, color and space.

Chagall, Marc. French School, 1887- (sha gall, marc.) "Rabbi with Torah".

Christus, Petrus. Flemish, c. 1410-after 1472. (KREE stus, PAY truss). "Legend of St. Eligus".

Cranach, Lucas. German, 1472-1554. (CRAH nax, LOOL as). "Marriage of St. Katherine".

Crivelli, Carlo. Venetian, 1430/5-c. 1495. (cree VELL lea, CAR low). "Virgin and Child".

Dali, Salvador. Spanish, 1904- (DAH lee, sal vah DOR). "Crucifixion".

David, Geraerd. Flemish, 1450 or 60-1523. (DAH vit, xa rart). "Rest in Egypt".

Duccio di Buoninsegna. Sienese, c. 1255-1319. (DO tshee yo, dee boo on in SEN ya). "Calling the Apostles".

Duccio was the first Italian painter to place his figures in an architectural setting, but his perspective was not perfected.

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SUBJECT AREAS

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Miller School

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RESOURCES & MATERIALS

Reproductions:

Eyck, Jan van. Flemish, 1385-1441. (ike, vahn.) "Virgin in Autumn Landscape".

Fonda, Sybil. Contemporary, no dates cited. "Memories of Old Venice".

Giotto di Dondone. Florentine, 1266-1337. (dj OT toe, dee bonn DO nay). "Lamentation for Christ".

Giorgioni (Giorgio da Castelfranco). Venetian, 1478-1510, (dj OH nay, da cas tell FRANN co). "Adoration of the Shepherds".

Leonardo da Vinci. Florentine, 1452-1519. "The Last Supper".

——— "Woman's Head". Da, meaning from, and Vinci the name of a town gives us the origin of Leonardo's name.

Lippi, Filippino. Florentine, c. 1457-1504, (LIP pea, fil li PEA no). "Angel Adoring".

Lotto, Lorenzo. Venetian, 1480-1556, (LOT toe, loh RENT so). "The Nativity".

Nolde, Emil. German, 1867-1856. (NOL da, AYE meal). "Heavy Seas at Sunset".

Piero della Francesca (de' entine, 1416-1492. (pea AIR o, DELL la, fran CHESS ca). "Beatrice Sforza/Federigo da Montefeltro".

Raphael (Rafaello Sanzio). Umbrian/Roman, 1483-1520. (RAH fa ell, SAHN zee oh). "Small Cowper Madonna".

Rouault, George. French, 1871-1958. (roo oh, zhorzh). "Christ and the High Priest".

Sarto, Andrea del. Florentine, 1486-1531. (SAR toem ahn DRAY ah dell'). "Portrait of a Sculptor".

Tintoretto (Jacopo Robusti). Venetian, 1518-1594. (tin toe RET toe, YA coe PO roe BOOSE tee). "Christ at the Sea of Galilee".

Domenico Veneziano. Florentine, 1438-1461. (do MAY knee coe, vein aye tsee AH no). "Portrait of a Girl".

Domenico's portraits are reminiscent of ancient coins (the practice of coinage developed in Ionian Greece around 600 B.C.); but from the time Alexander the Great conquered Egypt (Ptolemaic Period 332-30) profile portraits of rulers were depicted on coins. Alexander acquired this practice from the Egyptians and the ancient Near East, and the profile concept was transmitted, through Julius Caesar, to the guild workshops of Renaissance painters and sculptors.

Weyden, Rogier van der (Roger de la Pastoure). Flemish, 1399/1400-1464, (VIE d'n ROE dj er van der). "Portrait of a Lady".

EVALUATION 10. **LEARNING EXPERIENCES** - The teacher's evaluation:

1. of the student's three paintings will be based upon the pupil's understanding that color in itself can create a mood. (Cognitive-Affective-Psychomotor Learning Experience).

RELATED LEARNING EXPERIENCES - The teacher's evaluation:

1. of the student's written or oral report will be based upon whether the student understood the artist's approach in adequately conveying how it differs, or is analogous to, Renaissance religious concepts. (Social Studies)(English Composition)(Language Arts)(Cognitive-Affective-Related Learning Experience).

RELATED LEARNING EXPERIENCE - The teacher's evaluation:

2. of the student's composition or oral report will be based upon the pupil's understanding of the contrast between the art of Giotto and Leonardo. (English Composition)(Language Arts)(Cognitive-Affective Related Learning Experience).

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, [illegible]RY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC PAINTING SUB TOPIC: IMPRESSIONISM GRADE/AGE LEVEL GRADE SIX AGES 11 & 12 YEARS LENGTH OF UNIT 6 WEEKS *(CONTINUED)*	1. MAN & HIS SELF-IMAGE Art is a means of recording the milieu of the artist, filtered through his unique personality.	1. Given a series of reproductions of significant "Impressionist paintings of city and country-scapes, the student will identify the paintings and the painters. (Cognitive). NOTATION: He will observe the employment of urban and landscape themes in the work of the Impressionists. And he will recognize they varied in their styles. Monet, Pissaro, and Sisley are the "typical" Impressionists: they employed individual daubs of color to render the effect of atmosphere and light. But Degas never painted out-of-doors; essentially a draftsman, he used line extensively; when his eyesight began to fail, he made use of Impressionist techniques in his last pastels. Throughout his career he favored the off-center composition derivative of photography, and Japanese prints. The name "Impressionism" originated from a painting by Monet, "Impressionist, Sunrise," which was exhibited in the first Impressionist exhibition (1874). The critic, Jules Castagnary, following up a pun by a colleague, Louis Leroy, labeled the artists "Impressionists," and the painters kept the name.	1. The student will research and make a presentation on the works of one Impressionist artist, using slides, reproductions, and records to demonstrate the point made: the individuality of each artist. (Affective - Cognitive).	1. MAN & HIS SELF IMAGE Biography: A. Have the student read a biography of an Impressionist painter. (Reading) (Cognitive) B. Have the student write a report of no more than three paragraphs on the selected biography. (English Composition) (Cognitive-Affective). C. The student has the option of giving an oral report of the selected biography. (Language Arts). (Cognitive-Affective).	1. Recognizes The Need For a Choice: The student will indicate through class discussion, and both oral and written reports (in addition to those decisions made in his art work), the need to make choices. The teacher might bring about focus on a need for choice by posed questions like the following: (a) Is art necessary? (b) Would you like to have a painting in your room at home? If so, which style would you prefer? 1 - A Romantic (Naturalistic) painting?, or 2 One by an Impressionist? (c) Do you feel we all have the need to: 1 - Listen to music? 2 - View paintings? (d) Would you spend your free time doing either or both? (e) Have you ever been to a concert? (f) Have you ever been to a museum?	1. BIBLIOGRAPHY Books (For Student Reference). Britten, Benjamin, and Holst, Imogen. "The Wonderful World of Music," Doubleday and Co., New York, 1958. Comment: A good source for the history of music and definition of musical terms. Brower, Harriette. "Story-Lives of Master Musicians," Lippencott, New York, 1930. Comment: Includes a chapter on Claude Debussy. Burch, Gladys. "Modern Composers for Young People," Dodd, New York, 1941. Comment: Offers a section on Maurice Ravel.	1. The teacher's evaluation of the student' written or oral report will be based upon whether the student understood the philosophy behind the paintin e.g., why did the painter choose to trea a specific theme in a specific manner? Is the student cognizant of the effect the artist's milieu an times have upon his art Does he understand that artists influence one another? Does the student realize the important technical innovations the Impressionists contributed?
	2. MAN & HIS COMMUNITY Art is a means of recording societal interrelationships.	2. Given the opportunity to view reproductions of Impressionist paintings, and to listen to recordings of music by Debussy (duh BYOO si), de Falla (FAH lyah), Delius (DE li us), and Ravel (ra VEL), the student will discern that changing social conditions with attendant scientific and technological advances affect both the composer and the painter, and that through art they illustrate the development of new attitudes and discoveries in the world around them, as well as the effect upon the community. (Cognitive). NOTATION: The Impressionistic composers and painters responded to changes in science, technology, commerce, political thought, and aesthetic theories. The Impressionist	2. The student will convey, in a panel discussion, his feelings concerning our present life style with its air and noise pollution and tasteless "commercial rows" built for commercial purposes only. He will discuss how his and/or an artist's community is affected by our times, just as the Impressionists were by theirs. The panel discussion will deal with the following questions: (a) How would an Impressionist painter react to industrial smog and	2. The student will swing a circle with a compass on tagboard; he will cut the circle out and insert a common pin from the back through the hole made by the compass point. He will then divide the circle into eights and cut eight triangular pieces to fit the divisions - four of red paper four of yellow. He will then alternate the colors and paste them in position on the circle. Upon rapidly rotating the disk, the student will discover his retinal color perceptors will produce the sensation of orange. (Science). (Cognitive). (Sensory-Psychomotor).	2. Identification of Alternatives: Each student will recognize and name the alternatives. The teacher might open the discussion as follows: Every day we are faced with making choices. We have to examine the possibilities of how we will spend our free time. On a Sunday afternoon, for example, would you: (a) Go to the movies or an art exhibition? (b) Would you like to go with your parents to an art exhibition and discuss the paintings? (c) Would you discuss with your parents what we covered in our unit on Impressionism? You have the alternatives. Do you know what they are? Let's review them:	2. Books (Continued) Janson, Dora, and H.W. "The Story of Painting for Young People," Harry N. Abrams, Inc. New York, 1947, pp. 202-212. Raboff, Ernest. Pierre Auguste Renoir. (No publisher or date of publication cited.) Meyers, Elisabeth P. Mary Cassatt: "A Portrait," Reilly and Lee Books, Chicago, Illinois, 1971. Comment: Mary Cassatt (1845-192[illegible]) was the daughter of an American banker. She settled in Paris in 1868, became acquainted with Degas and the Impressionists, and exhibited with them. She collected Impressionist paintings and tried to in-	2. The teacher will recognize the student's attitude (affective domain), as well as knowledge of the problem: how the community is affected by the times. Did the student adequately understand the problem? Did he elaborate, embellish his answers? Did he ask original questions, offer new insights? Did he grasp the significance the age had for the Impressionists? Did he discuss thes changes as reflected i the paintings and

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC PAINTING SUB TOPIC: IMPRESSIONISM GRADE/AGE LEVEL GRADE SIX AGES 11 & 12 YEARS LENGTH OF UNIT 6 WEEKS *(CONTINUED)*		painters and composers described the industrial cityscape with its constant variety, the everyday world, new machinery, speed (trains), and the impermanence of some phenomena. This affected their subject matter and techniques. The Impressionist painter Pissaro was familiar with Eugene Chevreul's book, "The Law of Simultaneously Contrasting Colors" - a textbook for tapestry weavers, demonstrating the optical effects of contrasting colors laid side by side. For instance, if red (a primary color) is placed next to green (its complimentary color) they intensify one another. There has been considerable debate among authorities concerning the effect of Chevreul's theories on the Impressionists, but all are in agreement the technique of using rapid strokes of unmixed pigment placed side by side began with Monet's paintings of the effects of light on water at "La Grenouillere," a riverside cafe, built out on a wooden platform from the banks of the Seine. Monet had to paint rapidly to capture the effects of light on the water. It is interesting to observe a new railroad brought Parisians to La Grenouillere and similar outdoor cafes along the river banks. In addition, the invention of the zinc tube to contain oil color facilitated painting out-of-doors. The fast urban pace of Parisian life, the fleetingness of the moment, the shallow space in Japanese prints, the invention of the camera with its casual poses and permanent recording of an otherwise lost moment in time ; all these affected the style of the Impressionist painters, who broke with traditional approaches to form. As an example, in both painting and music, the grandeur and emotionalism of Romanticism were replaced by musical works and paintings which evoke fleeting glimpses of time, and the impermanence of fashion and systems; this occasioned arts (painting, music) which seems suggestive, and ephemeral an art conveying the physical sensation of light and color. The brush strokes in Impressionist painting were bold, rapid, thick, and represented a fleeting moment out-of-doors. Atmospheric effects are paramount in both Impressionistic music and painting. Both their musical compositions and paintings demonstrate man in his varied aspects reacting to new world philosophies; and these shifts in thought affect men and their societal interrelationships.	noise pollution? (b) How would the student compare the Pop and Op artists (Op artists were also inspired by optical illusions) of today with the Impressionists? (c) Why did the city stimulate the Impressionists? (d) How does music suggest changes in a society? (Cognitive-Affective).		1 - You can choose to spend some of your free time viewing paintings, or attending a movie. 2 - You can extend the museum into your home by renting or buying reproductions of paintings.	fluence other Americans to do so. Her work was influenced by Impressionist techniques and their choice of everyday scenes. He favorite themes were mother and children.	music? Did he justify his line of reasoning?

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC PAINTING SUB TOPIC: IMPRESSIONISM GRADE/AGE LEVEL GRADE SIX AGES 11 & 12 YEARS LENGTH OF UNIT 6 WEEKS (CONTINUED)		The original Impressionist painters were Cezanne, Degas, Morisot, Pissaro, Renoir, and Sisley. Claude - Achille Debussy was the leading exponent of impressionist music.					
	3. MAN & HIS PHYSICAL ENVIRONMENT Art is one means by which man expresses his relationship to nature.	3. Given reproductions of the 19th Century painting, "Sunset," by the American Hudson River School painter, Frederic Church and "The Garden Giverny," by Monet (mo NEH), the student will compare the qualities of clarity, fastidious treatment of detail, chiaroscuro (ke ah ruh SKYOO ruh, Italian: light and shade), linear (converging parallel lines) and aerial (distant objects through many layers of air) perspective of the Church painting with the rapidly executed technique of Money. (Cognitive). NOTATION: Monet, the most representative exponent of Impressionism, eliminated outlines, light and dark values, and perspective in his paintings. He essentially portrayed the sensation of the luminosity of sunlight on objects. The color in an Impressionist painting is shimmering and bright, and the space is shallow in comparison with the Naturalistic Church painting. The Monet canvas at first seems incomplete; he is concerned with light, atmosphere, capturing the appearance of a scene in a changing moment. The Impressionists rendered the experience of an object, rather than its realistic description. Unlike the Impressionist, the Romantic painter regards nature as noble, awe-inspiring He idealizes his landscapes. Nature, to the Romantic writer, composer, and painter is a moral force; it is an answer to the crushing poverty, class injustices, and industrial blight brought on by the Industrial Revolution. In the Romantic view, nature should inspire man to noble thoughts; nature and natural man were thought to be pure. The Impressionist does not preach. He presents a study in light and color, not a vehicle to inspire man to create a better world.	3. (A) The student will paint a water color in the manner of the Impressionists, by using daubs of colors side by side, eliminating both line and black from his palette; he will strive to create the illusion of light, atmosphere and spontaneity. (Cognitive-Sensory-Psychomotor). B. The student will present a comparison of an Impressionist painting with one from the Romantic era (Church. Durand, and Inness, for example). After viewing reproductions of each style of painting, he will point out their diverse qualities. (Affective-Cognitive). Some Impressionists reproductions to be used as comparison points are: Degas (d' GAH) "Jockeys." Monet (mo NEH) "Cliff Walk." Pissarro (pee sa ROE). "The Oise Near Pointoise." Prendergast. "Central Park." Comment: Maurice Prendergast (1859-1924) was an American Impressionist who studied in Paris. His painting, "Landscape With Figures," is in the Munson-Williams-Proctor Institute collection.	3. Written Composition A. The student will write a two-paragraph essay stating his preference for owning an Impressionist painting, or a "realistic" one in the Romantic tradition. Each paragraph will enumerate at least three differences in approach between the Romantic and Impressionist painter. (Affective-Cognitive) (English Composition)	3. Analyzes Alternatives in Light of Consequences: Each student will give reasons for his action, state the consequences, and express preference for alternatives. The teacher might ask the following: (a) If you decide to spend time, and perhaps money, are the results worth it? (b) How will your parents and your friends view your new interest, if you decide to spend your free time looking at paintings and buying classical records? The Impressionist composer, Ravel, was interested in American jazz. His "Concerto for Left Hand," was influenced by jazz themes. Jazz is American; it started before Rock-and-roll, and you may find it just as exciting. Time and money are spent to enjoy art. Do you feel it is worth yours to buy classical, or perhaps jazz records? Is it worth the effort for you to carry home reproductions of paintings? Do you now understand how painting and music are related? Have you a better understanding of Impressionism? Do you feel their art work reflects their times?	3. Books (Continued) Samachson, Dorothy, and Joseph. "Masters of Music: Their Works, Their Lives, Their Times," Doubleday & Co., New York, 1967. Comment: An excellent source of Classical, Romantic, and Impressionistic composers, pp. 102-171. Seligmann, Jean, and Danziger, Juliet. "The Meaning of Music: A Young Listener's Guide," The World Publishing Co., New York, 1966. Siegmeister, Elie. Invitation to Music, Harvey House, Inc., New York, 1961, pp. 135-36. Wechsberg, Joseph. "Pantheon Story of Music for Young People," Pantheon Books, New York, 1968, pp. 124-25.	3. The teacher's observation of the product will be relative to the following criteria: whether or not daubs of bright color were rapidly placed side by side to suggest rather than describe phenomena. There should be no illusion of depth in the Renaissance tradition no sharply-defined contours: no light and shadow to model forms. The teacher evaluation of the student's composition will be based upon the pupil's understanding of the contrasts between the Romantic and Impressionist approach.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTICE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
ART UNIT TOPIC PAINTING SUB-TOPIC: IMPRESSIONISM GRADE/AGE LEVEL GRADE SIX AGES 11 & 12 YEARS LENGTH OF UNIT 6 WEEKS	4. MAN AT WORK Art is a vehicle for reflecting the labor of diverse societies.	4. Given reproductions of paintings by Impressionists portraying people at work,(e. g. Monet's series of canvases of railroad stations, and Degas' laundress and seamstress themes,) the student will observe how the Impressionist artists chose 'the working class as subjects for inspiration - for Degas, people at work, and for Monet, the nervous pace of a railroad station. (Cognitive).	4. The student will collect from magazines pictures of people performing diverse work activities. He will create a montage (the superimposing of one image over another, especially as in a photo montage), indicating his comprehension that pictures can be used to illustrate work activities. (Cognitive-Affective).	4. The student will write a theme on the occupation he would prefer upon completion of his education. (Affective-Cognitive). (English Composition).	4. Freely Chooses Among Alternatives: The student will indicate his choice of the alternatives in written, verbal, or behavioral form. The teacher might say: "These decisions are up to you. It's your time and money. You might feel you want to buy a reproduction by one of the Romantic painters because you like the style, or you may prefer to spend your money for a reproduction of Monet's "Cliff Walk." The choice is yours. We all make choices in clothes, entertainment, food, music, television programs, and so on. Sometimes we want to be part of the crowd - to 'go along with the gang.' At other times, we want to do things our own way - see a movie, buy a record just because we like it. Sometimes we want to be by ourselves to think about things."	4. BIBLIOGRAPHY Books (For Teacher Reference) Bowness, Alan, ed. "Impressionists' New York, F. Watts,1965. Lockspeiser, Edward. " Debussy: His Life & Mind" New York, Macmillan, 1962. Perruchot, Henri. "Edouard Manet," New York, Barnes and Noble, 1961. Taylor, Basil. "The Impressionists & Their World," Chester Springs, Pa., 1957. Please Note: All the above-cited reference material is available at the Utica Public Library.	4. Analyses of the student's montage, booklet of reproductions, and essay will be indicative of his adherence to and development of the theme.
(CONTINUED)	5. MAN AT PLAY The artist reveals the societal customs of his times.	5. Given the opportunity of viewing reproductions of Impressionist paintings depicting people at Sunday outings, sailing on the Seine, at picnics, beaches, the theater, and on the boulevards - paintings by Degas, Monet, Pissarro, and Renior (ruh NWAHR), for example - the student will observe the Impressionists' use of everyday subjects, which exemplify societal customs. (Cognitive).	5. (A) Given a choice of poster paints, water colors, pastels, or felt-tip markers, the student will draw or paint a picture showing his contemporaries in a play activity, or he will depict himself at play. (Affective-Sensory Psychomotor). B. Degas often used photographs for inspiration, altering photographic composition in the final painting. The student could work from snapshots of his companions at play. (Affective - Sensory Psychomotor).	5. Written Composition. The student will write a one-paragraph essay on the Impressionistic paintings of people at play, which he prefers. (Affective-Cognitive). (English Composition).	5. Internalization: Ideally, over a period of time, the student will internalize the cultural contacts he has made through this unit on Impressionism and this hopefully, will affect his intellectual outlook. He will demonstrate this internalization through his actions, conversation, defense of choice against external examination, and he will incorporate new data, without relinquishing his internalized preferences. If, ideally, the student has acquired this cultural approach as part of his personality structure, it will be manifest in his behavior.	5. The following slides, recordings, and reproductions are available through the Munson-Williams-Proctor Institute Lending Library for the annual membership fee of $7.50: SLIDES Impressionists: Degas, Edgar. (1834-1917) "Race Horses". "The Milliner's Shop". "The Rehearsal". ****** Manet, Edouard. (1833-1883) "Two People in a Boat". "The Railroad". "The Balcony". ****** Monet, Claude. (1840-1926) "Coast Guard Shack". "Breakfast Table". "Old St. Lazare Station". "Haystacks, Foggy Morning". "Haystacks in Snow". "Rouen Cathedral Facade". "The Beach at Sainte. Adresse". "Waterloo Bridge". **** Pisarro, Camille. (1830-1903) "Boulevard Montaire". **** Renoir, Pierre. (1841-1919) "Le Moulin de la Gallette". "Still Life with Roses".	5. The teacher's observation of the student's painting, or drawing, will be relative to the following criteria: whether the pupil adhered to the theme of play, and, if so, did the work evidence an individual choice of subject matter within the strand?
	6. MAN AS CREATOR & EXPLORER Although composers and painters employ different media, both examine new possibilities in their field to widen the scope of the arts.	6. Given the opportunity to hear Debussy's (duh BYOO si) "Afternoon of a Faun," and "Beethoven's "Symphony Pastoral," the student will compare the Impressionistic composer, Debussy, with the Romantic one Beethoven. | He will discern that Debussy abandons the symphonic form Beethoven structured upon, and that Impressionist music suggests	6. On hearing Debussy's "Afternoon of a Faun", the student will be given water colors and asked to reproduce in paint the "color" sensations evoked by this tone poem. The subtle harmonic shifts, new tone combinations, crescendoes, startling dissonance (disturbing sounds eliciting tension	6. Written Unit Test (Objective Essay): A. The student will write a three-paragraph essay, specifying why Impressionism broke with the aesthetic traditions of the past. Each paragraph will contain at least three specific points for the Impres-	6. Re-Evaluation: The student will use data resultant from his choice, that is to say, he will analyze new data in light of what he has internalized concerning Impressionism in both painting and music. He will observe the results of his first decision (to observe, pay attention to, and seek out Impressionist art), and, when he has come to the realization that this art is meaningful to him, he will incorporate new data, e.g., artists influenced by the Impressionists. Re-evaluation is, of course, closely related to internalization. It lies more in the affective domain, as it concerns choice, not recall. The teacher could re-examine the outcome of the offered course on Impressionism some time after completion of the unit. The student might discuss the course with the teacher at a later date, relating the effect it had upon him. A parent or a colleague might mention the student's preference for Impressionist painting and music, as a result of exposure		6. Observation of the student's production - whether the palette is monochromatic (executed in tones of one color), or follows the technical innovations of the Impressionists - will be indicative of the pupil's comprehension of the in-

SUBJECT AREA

ART

UNIT TOPIC
PAINTING

SUB-TOPIC
IMPRESSIONISM

GRADE/AGE LEVEL
GRADE SIX
AGES 11 & 12 YEARS

LENGTH OF UNIT
6 WEEKS

(CONTINUED)

OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)

rather than states. (Cognitive).

Notation:

Impressionist music expresses mood, and a shimmering, ephemereal quality; the sounds are shifting, blended as in an Impressionist painting; the music consists of new tonal combinations, gliding chords, and exotic tone scales which evoke a subdued, elusive, chromatic sensation. Debussy frequented with the Impressionist painters, meeting with them in cafes to discuss modern theories of art and music.

Technological, scientific, and political changes elicited this need for the artist to explore the possibilities to express his times in new ways.

LEARNING EXPERIENCES

in contrast to consonances, which elicit a feeling of repose) might induce the student to paint a bright, dreamy scene, or perhaps an abstract picture, reminiscent of the modern American painter, Helen Frankenthaler.

Below are listed additional composers influenced by Impressionism:

American:

Tommlinson, Charles. "The Lake at Evening".

Gerschwin, George. "An American in Paris".

English:

Delius, Frederick (DE li us). "A Song of Summer".

Holst, Gustav. "The Planets".

French:

Debussy, Claude, (duh BYOO si). "Nocturnes".

Ravel, Maurice (raVEL). "Daphnis et Chloe".

Italian:

Respighi, Ottorino. (re SPEE gee) "Pines of Rome".

Scribin, Alexander. (skri AH bin). "Prometheus".

Russian

Stravinsky, Igor. (struh VIN ski). "Le Sacre du Printemps".

Spanish:

Albeniz, Isaac (ahl BAY nith). "Sevilla".

Falla, Manuel de (FAH lyah). "El Amor Brujo".

(Cognitive-Affective).
(Sensory-Psychomotor).

RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS

sionists' changing world philosophy.

* The teacher will list on the board seven characteristics of Impressionism.

(Cognitive)

(English Composition).

* 1 - Opposition to the academic training of the art schools, although Manet and Degas were trained in the classical tradition.

2 - A revolt against the Romantic tenet that art should inspire a feeling of grandeur. The emotional excitement of the artist was secondary to the Impressionists. Light and atmosphere were their major considerations.

3 - The repudiation of the Romantic School of painting's penchant for grandiose historical themes, and awe inspiring vistas; the Impressionists chose everyday subjects.

4 - The avoidance of formal composition in both music and painting.

5 - The preference for fleeting glimpses of reality, as opposed to the permanent (universal) aspects of their predecessors' subject matter.

6 - The painting of pictures out-of-doors to facilitate capturing an immediate visual impression.

7 - The Impressionists valued spontaneous brush strokes to capture the immediate moment; the accidental, unfinished effect of their paintings is deliberate.

RESOURCES & MATERIALS

Renoir, Pierre. (Con't.)
"Environs de Cagnes".
"The Reader".
"Mme. Charpentier and Her Children".

******

Sisley, Alfred. (1839-1899)
"Reading".
"The Banks of the Oise".
"Bridge Near Argenteuile"

******

Romantic: (Naturalistic)

Delacroix, Eugene (duh la KRWAH)
"Arab Rider Attacking a Lion".

******

Dutch: (Naturalistic, High Renaissance Tradition)

Hobbema, Meindert (HOBB eh ma, MINE dert)
"The Avenue"
"The Water Mill"
"Landscape With Cattle"
"The Road in the Woods"

******

RECORDINGS:

Albeuiz, Isaac. (Spanish, 1860-1909.)
"Oberia"

Copland, Aaron. (American born 1900)
"El Salon Mexico"

Debussy, Claude. (French, 1862-1918)
"Afternoon of a Faun"
"Children's Corner Suite"
"La Mer"

Delius, Frederick (English, 1862-1934)
"Brigg Fair"
"Song Before Sunrise"
"Paris: Song of the Great City"

Comment: Delius, an English composer, was influenced by the Impressionists and the Norwegian composer. Edward Grieg. The music of Delius is chromatic, and echoes a mood, but lacks Debussy's dissonance.

de Falla, Manuel (Spanish, 1[illegible]-1956)
"El Amor Brujo"
"Nights in the Gardens of Spain"

Comment: The music of de Falla, who studied in Paris, is a combination of French Impressionism and Spanish traditions. He was a close friend of Ravel's.

RECORDINGS: (Con't.)

Ravel, Maurice. (French, 1875-1937)
"Daphnis et Chloe".

Comment: Ravel's music is derivative of both Debussy and Spanish traditions, yet his composition is more structured than that of Debussy.

******

Ravel, Maurice. (French, 1875-1937)
"Daphnis et Chloe"

Comment: Ravel's music is derivative of both Debussy and Spanish traditions, yet his composition is more structured than that of Debussy.

******

Stravinsky, Igor. (Russian 1882-1971)
"Firebird Suite"

Comment:

Stravinsky has been compared to Picasso. Both radically departed from tradition. While the "Firebird Suite" is reminiscent of Impressionist music, it is the genesis of Stravinsky's 20th-century music.

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REPRODUCTIONS:

For Classroom Use:

Church, Frederick.
"Sunset #1, #2, #3, #4, & #5."

Degas, Edgar. "Millinery Shop"

Durand, Asher B.
"Catskill Mountains Near Shandaken"

Inness, George.
"Autumn Oaks"
"Passing Shower # 1, # 2, & # 3."

Manet, Edouard.
"In The Greenhouse".

Monet, Claude.
"Bridge at Argenteuil #1, #2."

Pissaro, Camille.
"The Oise Near Pontoise"

Prendergast, Maurice.
"Central Park"

Renior, Pierre A.
"Children's Afternoon in Vargemont"
"Mother and Children".

EVALUATION

terrelationship of the arts - in this case, transference of an aural to a visual experience through correlation of the cognitive, affective and sensory-psychomotor domains.

B. The teacher will also discern whether the student's essay enumerated some of the following points listed for review

1 - The effects of the Industrial Revolution of Impressionism.

2 - The relationship to Impressionistic music.

3 - The Impressionists' use of scenes from everyday life as subject matter.

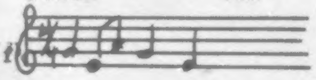
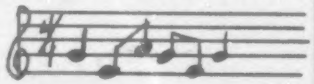
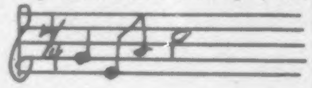
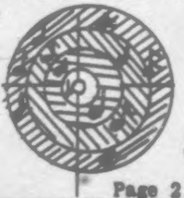
4 - The Impressionists' choice of direct observation of nature.

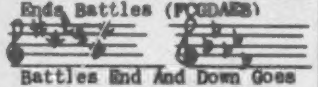
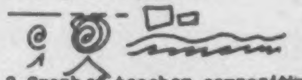
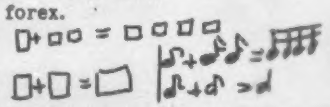
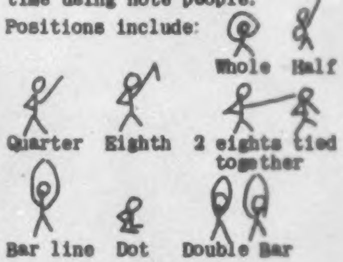
5 - The use of rapid strokes of unmixed colors.

6 - Primary concern with light and color.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
LIBRARY SCIENCE UNIT TOPIC ARRANGEMENT OF MATERIALS IN THE LIBRARY GRADE/AGE LEVEL 6th Grade LENGTH OF UNIT 1 Week Submitted by: Loretta McCleary Evelyn Papp Marcia Rizzo Barbara Tringo	All materials in a library are arranged systematically for ease and convenience of use. Materials of different types are located in different parts of the library. All materials of one type are located in the same general area. Knowledge of the arrangement of the library is essential for efficient and effective use of the materials.	1 Given a list of the major types of library materials each student will accurately identify each type of material by definition and example (Cognitive) 2 Given a list of call numbers each student will indicate which are fiction non fiction reference and audio visual (Cognitive. 3. Given an outline diagram of the library each student will label fiction non-fiction reference, periodicals and audio-visual sections (Cognitive Sensory Psychomotor. 4 Given several books of fiction and of non fiction each student will arrange them in correct shelf order (Cognitive Sensory Psychomotor) 5 Given a list of non-fiction call numbers each student will choose all those which identify materials in one subject area. (Cognitive, Affective)	1 (a) Discuss fiction and non fiction and indicate difference between them (b) Show examples of fiction and non fiction materials (c) Discuss reference materials and explain how they differ from circulating materials (d) Show examples of reference materials. (e) Define periodicals explain purposes for which they are used characteristics different types - show examples of magazines, newspapers etc. (f) Define audio visual materials explain how they are used display various types. (g) Read the list of the major types of materials discussed. (h) After each type of material, write a brief definition and give one or more examples of that type. 2 (a) Discuss purposes of call number and its location on the material . (b) Display the symbols for fiction, non-fiction, reference and audio-visual materials. (c) From a selected collection of materials, tell which are fiction, non-fiction, reference or audio-visual. Note call numbers. (d) On a list of random call numbers, designate which refer to fiction, non-fiction, reference or audio-visual materials. 3. (a) Browse through library and note by reference to call numbers and shelf labels where various types of materials are housed. (b) Examine a list of titles of materials and determine in which section each would be kept. (c) On a map of the library, indicate sections which house fiction, non-fiction, periodicals, reference, and audio visual materials. 4. (a) Examine the classification system for non-fiction books. (b) Discuss the progression of numbers from the smallest to the largest. (c) Label make-believe book spines in the order in which they would appear on the shelves (numerical order). (d) Discuss the alphabetical arrangement by author for fiction books. (e) Discuss the relationship of the letters in the call number to the author's last name. (f) Label make-believe book spines with fiction call numbers in the order they would appear on the shelf. (g) Arrange 10 books of fiction and 10 books of non-fiction in the order they would appear on the shelf. 5. (a) Examine classification system and note that the call numbers reflect to the subject matter of the material. (b) Go to the 500 section of the library, examine titles of books on the shelves, note all 500 books deal with Science. (c) Go to the 970 section in the library, note that the titles of the books all relate to American History. (d) Go to the 400 section of the library, note that all books deal with Languages. (e) Discuss findings - that materials in one subject area are shelved in one location and have similar call numbers. (f) On a scrambled list of call numbers, each student will label all those which would be on the spinr of a Science book.	1. MATH - Concept of order. 2. SCIENCE - Classification Schemes for Plants and Animals. 3. ENGLISH - Various types of literature. 4. SOCIAL STUDIES - Concept of historical time. 5. LANGUAGE ARTS Alphabetizing skills.	Students will understand the different nature and location of various types of materials. Students will understand why a systematic arrangement of materials is necessary in a library. Students will examine several types of arrangements and will recognize why one is most vaulable in a given situation.	1 Map of library 2 Materials in library - fiction non-fiction reference books periodicals AV materials software 3 Make-Believe call numbers 4 Milliken - Basic Library Skills - duplicating manual 5 Denison - A Guide Book for Teaching Library Skills 6. Prepared lists of call numbers. 7. Booklets: How to Use the Library - Gaylord Discovering Books & Libraries - Cleary. Library Manual - Toser. 8. Filmstrips: Using the Library Encyclopedia Britannica. Using the Elementary School Library, SVE.	Write a short paragraph describing to a new comer the general arrangement of materials in the library. Draw a diagram of the library labeling sections where various types of materials are shelved. Write a short paragraph describing the various types of materials in the library, indicating ways in which each could be used. Write a paragraph describing a workable arrangement of library materials. If you think no arrangement is necessary, justify your opinion.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICAL EDUCATION CONCEPT UNIT TOPIC RHYTHMS GRADE/AGE LEVEL 7-8 LENGTH OF UNIT 40 Minutes 3 Weeks Submitted by: Gerald Gilberti Norman Stamboly Joseph Meola Bertha Whiteside Elsie Owens	1. Play Rhythm will stimulate the innate qualities of the student for greater enjoyment at play.	1. AFFECTIVE: Given a tempo of the music 80% of the students will correctly express body movement to the tempo 2. COGNITIVE Given audio instruction from the record, "And the Beat Goes on" 95% of the students will respond correctly to the directions as indicated by the recordings 3. SENSORY, PSYCHOMOTOR: Given fundamental movements of eye-hand, hand-foot and eye-foot awareness, 85% of the students will develop basic motor skills necessary for the successful completion of the dance.	The Student will learn 1. To respond to audio cues. 2. To move in a synchronized pattern set by the tempo of the music 3. The change of direction, level, focus and size of movements by participation.	MUSIC: The student will learn the tempo of music by the definition of a measure the beats in a measure and the coordinating of the tempo to body movement. SOCIAL STUDIES: The student will learn the origin of the dance, the occasion or purpose of the dance and materials necessary to make musical instruments. DRAMA: The student will express an awareness of stage acting by movement through space.	1. The student will experience the sadness or joy connected with music and dance. 2. The student will experience a freedom of expression through movement. 3. The student will experience the culture of the people through their dance interpretation. 4. The student will experience the awareness of a partner to interpret a dance. 5. The student will experience the need for play through dance as a deterrent from daily work.	Books: 1- Play with a Purpose. 2- Physical Activities for Girls. 3- Physical Education 7-8. Materials: 1- Stero Equipment. 2- Records. 3- Mats. 4- Jump Ropes. 5- Apparatus. Records: 1. "And The Beat Goes On". 2. Square Dancing.	1. Skill Tests: (a) Basic movement combinations and variations. (b) Development of an interpretive routine. 2. Written Test: (Multiple Choice) (a) History. (b) Tempo. (c) Culture. 3. Subjective: (a) Participation. (b) Cooperation.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MUSIC UNIT TOPIC ELEMENT - MELODY GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT *(CONTINUED)*		B. 4. Given a note-kit bag of pieces representing notes from (whole to 6th or values of (4 beats to ¼ of a beat) the student will solve problems including their use in measures of 2/4, 3/4, and 4/4 meter.	(e) Discuss with reasons for choice how the jagged or smoothness of the music helps identify its name. 4. (a) Match familiar melodic phrases to lyrics belonging - phrases of varying melodic lines. (b) Sing or play names with pitches - no words spoken - Find appropriate names for each motif. (c) Students invent sentences that fit a given phrase- then find similiarities or differences of the various possibilities given. (d) Pick lyrics at random from other text books - Social Studies, Science, English, compose melodic phrases in the style that musical lyrics dictate. 5. (a) Distinguish on phrase graph, those phrases that are repeated or changed (same-different). (b) Game from song books - points for recognizing songs by its beginning melodic phrase - extra points for correct lyrics sung back. (c) Students compose vocal examples for each other to sing back. B. 4. (a) Review standard notation of notes by making note-kit bags for 𝅝 𝅗𝅥. ♩, ♪, 𝅘𝅥𝅯 — dividing each sheet fractionally and labeled by name, value, and note-picture. (b) Review lines and spaces through "silly sentences." (c) Review order of sharps and flats through inverted sentence.	Student compositions in mixed -media. Illustrate terms in appropriate media by varying materials. ex. (velvet-burlap)(collage) (paint- using brush or palet-knife)etc. Examining existing compositions - Examples by famous artists that fall into the categories either obviously, or by judgment, argument, or comparison. Community - values of opposing opinions. - Panels to argue with reasons for choice. 4. READING - Identifying syllables. (a) Break-up words into syllables. (b) Find words that are applicable to rhythm patterns selected. (c) Find the accented syllable. ENGLISH - Identifying rhyme. Select short poems to be set to music, Re-writing lyrics Examine lyrics as written - reconstruct a verse using your own lyrics but keeping the same rhythm, accent, and pattern length. SOCIAL STUDIES - Defending musical style with historical fact - recount facts learned to show reason for melodic style of composer. (ex. Civil War Song - conflict of family ties might cause disjointed, and melancholy style). ARITHMETIC - Changing values - construct measures mathematically - find combinations possible for 2/4, 3/4, 4/4 meters. 5. SCIENCE - What makes pitch? How vibrations change pitches. B. 4. ARITHMETIC - Fractional - Kit examples - up to 16ths - work with sections to solve simple fractional relationships. 5. PHYSICAL ED. - Contrasts in motion. (a) Creating bodily motions for contrasts discussed: (high-low)	(d) Does dependency vary with the selection of material? (e) Are there times the Composer will stress one more than the other on purpose? 5. (a) How do you account for the differences in performance when 2 people sing or play the very same song? (b) Does the repetition of one or more melodic phrases have an effect on the complete song? (c) Is there any reason to learn to read music, if upon hearing that music it can be duplicated by note? (d) Why would a composer want to indicate a particular voice or instrument to perform his composition? And does he have the right to do so? (e) Is it fair to expect everyone in class to achieve this skill? B. 4. (a) Is notation an effective roadmap to music performance? (b) Is there a need for improvement in notation as we now know it? (c) Are sharps and flats really the same things with different names? (d) If you had invented notation, what symbols would you have chosen? (e) Does music really sound anything like it looks? (f) Is it really important to play the music just as it was written? (g) Could someone in another country play and read music from this country? And is that of any importance to us or to music?	(e) W.T.L.B. or other contemporary station. (exs. can be submitted with sheet music, record, or title list) (f) CARNIVAL OF THE ANIMALS - by Saint-Saens, Columbia ML5768. 1. Elephant 2. Hens 3. Acquarium 4. Donkey (other appropriate exs. may be substituted). 4. Songs: (a) Git Along Little Dogies M.M.Y.O. G. 4-p. 26. (b) Over The Sea to Skye M.M.Y.O. G. 4 - p. 108. (c) German Band - M.M.Y.O. G. 4 - p. 6. Overheard or Board: 1-Come and hear the German Band, G.B., G.B. 2-Sing me a song of a lad that is gone. 3-As I was a walking one morning for pleasure. (d) Take popular melodies and interject own words - exs. Sing - Carpenters Lean on Me - Bill Withers Good Morning Heartache - Dianna Ross. (Sheet music or recordings) (e) Textbooks from other subjects - classroom instrs:: melodic - 1-Xylophone 2-Resonator or Bells 3-Chimes 4-Piano Personal instrs: 1-Clarinet 2-Violin 3 Trumpet etc. (f)  My name is John - ny (etc.)  My name is An-tho-ny (etc.)  My name is Sam (etc.). (g) Staff paper (lined music paper). (h) Overhead projector.	SLIDE PRESENTATION - Divide class into groups. Each group should devise a roller-slide to illustrate the changes heard in a given listening presentation (Composition should have changing style and texture - ex. Dance Macabre by Saint Saens) 4. OBJECTIVE TEST - Match the following phrases with their corresponding text. LOG - Review the songs studied in class and chart the relationship between text and melody. Place title in corresponding column: ALWAYS DEPENDENT, NEVER DEPENDENT, MATTER OF PREFERENCE, OTHER. Leave a 5th column for reasons for your choice. 5. SURVEY - (a) Teacher's survey - throughout unit work there should be opportunities for students to express willingness to volunteer for vocal or instrumental solos. (b) Encouragement without penalty of grade or embaressment for mistakes. These skills are those of practice and experience to increase accomplishment and confidence in continued accomplishment. PERFORMANCE - Those desiring to exhibit skills learned may be given the chance to participate in solo or small group presentations. Such presentations include choir, band, orchestra, class-room presentation, school assemblies, informal program for friends after school etc. B. 4. OBJECTIVE TEST - Multiple choice, matching, fill in; examples of note values, idenification of notes, usage in a specific time signature. CHARTS (a) Color wheel - given a divided wheel, the student will fill in the notes that correspond. Color each sub-division of the wheel a separate color to point out its value. for ex. 

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	REALTED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
MUSIC UNIT TOPIC ELEMENT - MELODY GRADE/AGE LEVEL 8th GRADE LENGTH OF UNIT *(CONTINUED)*			5. (a) Short composition - 4 note - 4 meas. in length - discover variety of possibilities by alternating note values, placement, and time signatures. (b) Invent original symbols to show musical contrasts (high-low)(fast-slow) etc. (c) Develop a graph as musical notation - Limit the time of piece and its instrumental range. (d) Find household objects to be used as instruments - show capabilities of range, dynamics, rhythm, and melodic or non-melodic quality.	(loud-soft)(fast-slow) (jagged-smooth), (b) Compositions showing them in relationship to each other. (c) Show how contrasts help express mood. ART - Contrasts in texture and style. (a) Ways of presenting contrast through texture, line, color, and form. (b) How contrasts affect the artist's style. SOCIAL STUDIES - Permanent records. (a) Learning importance of records to recall events or experiences. (b) Traditions help pass on information.	5 (a) If an object can be made to produce a number of contrasting sounds, is it an instrument? (b) Is it fair that the conductor is the only member of the orchestra to have a complete score? (c) What feelings would you experience knowing someone else liked your music enough to want to learn to play it? (d) Does the age of the music add to its value? (e) Does a song become more interesting the more the composer employs musical contrasts. (f) Where does music stop and noise begin?	5. (a) Board - phrase - box and numbers to use. exs.: Frog and Mouse - M. M. Y. O. p. 38 Cr. 5. |1|2|1|2|3|4|2| No One Knows - M. M. Y. O. p. 130 - Cr. 5. |1|2|1|3|2|2|1|3| (b) Selections from M. M. Y. O. Cr. 4, 5 or choir songs, radio repertoire. B. (a) 5 sheets of tablet paper, 4. crayons, scissors or (b) 5 sheets colored paper (each different), pen, scissors. (c) Felt-board and note-pieces. (d) Music-Ease workbooks - with plastic pieces for staff. (e) "Silly Sentences" EGBDF Empty Garbage Before Daddy Flips. Elephants Grow Big Dirty Feet. (f) Inverted sentence: • Father Charles Goes Down And Ends Battles (FCGDAEB)  Battles End And Down Goes Charles Father (BEADGCF) 5. (a) Overhead transparencies - projector. 1-Original symbols:  2-Graph of teacher composition (b) Non-musical items to test Newspaper Plastic cup & saucer (c) Ditto sheet for filing data on contrasts and (columns: high-low etc.) (d) Class-room instruments to examine their quality and capability (range of sounds possible) (e) Orchestra score Vocal score Chorus part Instrument part Libretto (f) Felt-board - staff - note pieces. (g) Metronome (if desired) or second hand on clock.	(b) Student chart to show problems he's discovered as he worked. Two sides to chart - side for note-kits answers - side for changing those values to note-values. forex.  Chart encompasses as many combinations as student can find and solve. DRAMATIZATION - Simple 2 meas. Examples in 2/4, 3/4, or 4/4 time using note people. Positions include:  Whole Half Quarter Eighth 2 eighths tied together Bar line Dot Double Bar 5. CONTRAST - Choose one of the following. Complete your choice with the knowledge that it will be included in class log and played by a fellow student. 1-(a) Choose a musical instrument of your own invention ex. (papercup, egg-beater, hair-brush) (b) Write a sound composition for it that shows contrasts we have studied. (c) Notate it on a score of your choice. (ex. Graph, Color-Code, Compass) 2- (a) Compose an 8 measure piece with time signature of your choice. (b) Be sure to include correct note. values, placement on a staff, accidentals and lyrics if desired. (c) Indicate unstrument preference for performance (voice character if required) that compliments your tune.

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES, (AFFECTIVE COGNITIVE, SENSORY, PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS	EVALUATION
PHYSICAL EDUCATION UNIT TOPIC RHYTHMS GRADE/AGE LEVEL 9-12 LENGTH OF UNIT 3 Weeks Submitted by: Michael Orbinati Anthony Sisti Richard Marshall Rosemary Trimbey Marie Melnick Peter DeStefano Edward Swiecki Nancy Puenti Carol Beck Robert Gerrety Kathy Feber	MAN & HIS ASPIRATIONS & FEARS 1. Rhythms will increase aspirations and reduce fears. MAN & HIS INTIMATES 2. A member of a group will react to the group behavior through group expression and self-expression MAN & HIS SELF IMAGE 3. Through participation, self image, poise and individuality will be increased. MAN AS CREATOR & EXPLORER 4. Through movement exploration, the student creates a mode of communications. MAN & HIS COMMUNITY, MAN AT PLAY 5. Participation will develop and foster understanding of togetherness, cooperation and increase social awareness.	1. SENSORY PSYCHOMOTOR: Given 10 basic movements, 85% of the students will improve their ability in those movements. AFFECTIVE: Given the previous 10 basic movements, 85% of the students will develop greater self confidence and poise. COGNITIVE: Given moments to develop problem solving skills, 85% of the students will analyze and simplify the movements in order to perform an activity without limitations to his own degree of accuracy. 2. AFFECTIVE: Given a floor pattern, 85% of the students performing will increase self respect and a more positive self-confidence. COGNITIVE: Given a floor pattern, 85% of the students will develop kinesthetic awareness and perceptual skills. SENSORY, PSYCHOMOTOR: Given a floor pattern, 85% of the students will develop and improve basic motor skills and fundamental body movements. 3. AFFECTIVE: (A) Given the task of group participation, 85% will increase self-respect and develop a more positive self image. (B) Given the task of group demonstration, 85% will increase self-control. (C) Given the task of group demonstration, 85% will experience greater feelings of accomplishment, accuracy and personal fulfillment. COGNITIVE: Given a specific routine, 85% of the students will be able to compare and contrast the movements of individual students. SENSORY, PSYCHOMOTOR: Given the basic skills, students will perform with balance, poise and rhythm to 85% of accuracy. 4. AFFECTIVE: Given movement exploration, 85% of the students will become more independent and self-directing. 5. AFFECTIVE: (a) Given group participation, 85% of the students will experience satisfaction through participation. (b) Given group participation, 85% of the students will experience recognition and approval of social acceptance. SENSORY, PSYCHOMOTOR: Given the opportunity to present a dance, 80% of the students will develop social understanding. COGNITIVE: Given participation in creative movement patterns, 80% of the students will develop interests, skills and hobbies that have lifetime value and application.	1. Individually and in a group, the students will demonstrate movements to music of their own choice. B. The students will perform a routine of their choice which will be a half minute to one minute in length in front of their peers. 2. The students will draw a floor pattern for a group composition. B. The students will criticize, evaluate and judge other routines in relation to their own experience. 3. Individually, and in a group, the students will demonstrate movements to music of their own choice. B. The students will perform a routine of their choice which will be a half minute to one minute in length, in front of their peers. 4. View a modern dance film to see how different activities are performed and give them incentive for improvement. B. Students will be able to understand the relationship and importance of movements and rhythm through free expression. 5. Students will observe how other students participate in a guided discussion and then perform again.	MUSIC: Through music instruction, the students will be able to distinguish the different musical tempos. SPEECH: Students will be able to offer constructive criticism to the performers in order that the students may improve their dances. Having once performed, the students will be able to perform more freely in other classes. Special pre-planning with the Home Economics Department on costume designing. Pre-planning with the English Department will help the student become knowledgeable in the subject of dance and help to develop writing skills and library skills for reference work, enabling the students to write a report on the history of dance. 4. Pre-planning with the Art Department will provide an opportunity to receive recognition in the unit project. Posters will be made to illustrate the different dances. 5. Special pre-planning with Social Studies Department as to what countries originated dance, will give students an appreciation of the contributions other civilizations have made in this area.	1. The students will become aware of consequences of an uncontrolled body in space. (Developmental). B. To discuss and analyze the ability to control the body while moving through space. (Clarification). 2. The students will be able to help one another as to performance and in doing so give them self-confidence and a better sense of security. (Clarification). 3. The students will be able to help one another as to performance and in so doing, give them self-confidence and a better sense of security. 4. The students will be able to observe, have evidence of movement that can be initiated at different levels, thus, giving incentive to explore, create and have good judgment. (Developmental). 5. The students will be able to help one another, as to performance and in doing so give them self-confidence and a better sense of security. (Developmental).	1. The students will furnish their own music for the compositions. 2. Ethnic dances of black people around the world. Creative Dance Vol. I and II. 3. Music for Technique. 4. Improvisation and Dance. Films: Movement exploration on various objects. Concept of Direction of Movement. Further Development of the differences in activities which people do. Control of one's own space. 5. Dance Rhythms.	1. Teacher will individually evaluate skills and exercises by use of a check sheet. 2. A series of oral questions will enable the teacher to determine a student's basic understanding as related to body propulsion in space. A. Where is the center of gravity? B. Where is the balance located in your body. C. Describe your feelings after leaping, turning, falling, etc. 3. Student will be given a written examination on basic movement patterns and dance terminology. 4. A. Self-expression joy and elation of activity for its own sake. B. Assistance and cooperation with his peers. C. Degree of body control that each possesses. D. Creativity and individuality in developing routines. The teacher will judge originality, form, continuity, fluidity and ease in execution. 5. After viewing a video tape replay of their improvisation, the students will make a self evaluation.

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PHYSICAL EDUCATION UNIT TOPIC ARCHERY GRADE/AGE LEVEL 9-12 LENGTH OF UNIT 3 Weeks	1. MAN & HIS SELF IMAGE Through participation, this activity will contribute to the development of the total individual. (Physical and Mental) 2. MAN & HIS ASPIRATIONS & FEARS Through competition the student will develop a greater sense of security and will thereby lower his sense of fears. 3. MAN & HIS COMMUNITY: MAN AT PLAY Participation will develop and foster understanding of togetherness, cooperation and increase social awareness. 4. MAN & HIS PHYSICAL ENVIRONMENT By participation in archery in the out-of-doors, one will develop an appreciation for ecological conservation.	1 PSYCHOMOTOR: Given the basic skills, 85% of the students will experience basic principles and concepts and the developmental capacities of their bodies. 2 PSYCHOMOTOR: Given the basic skills, 85% of the students will be able to perform with poise and accuracy. 3 AFFECTIVE: Given competition, 85% of the team members will develop respect for people, equipment and facilities. AFFECTIVE: Given competition, 95% of the girls will become aware of range rules and safety rules. 4. COGNITIVE: Given the opportunity, 85% of the girls will experience spontaneous and meaningful verbal and non-verbal modes of creativity through the environment.	1. The students will criticize, evaluate, and judge other students' skills. 2. View an archery film to see how different activities are performed and give them incentive for improvement. 3. The students will be in charge of setting up and running an archery match. 3. Individually and in a group, students will demonstrate the basic skills. 4. The students will view a film to show relationship between archery and ecology.	Special pre planning with the health and biology departments will help the students understand the development of the human body. Pre planning with the English Department will help the student become knowledgeable in the subject matter. Speech students will be able to offer constructive criticism to performers in order that the students may improve their skills. Art and/or Industrial Arts. Have students draw or make tragets. Special pre-planning with ecology teacher pertaining to the environment.	1. The students will be able to discuss and analyze proper body mechanics. 2. The students will be able to discuss and analyze proper skills and techniques. 3. Having once completed the above, the students will be able to be more secure in the face of competition. 4. Students will be able to observe nature first hand.	Archery rules - DGWS, Washington, D.C., American Association For Health, Physical Education and Recreation. Niemeyer, Roy K., Beginning Archery, Belmont, California, Wadsworth Publishing Co., Inc. 1962 Women's Archery Super 8 Film Loops.	1. A series of oral questions will enable the teacher to determine a student's basic understanding as related to body mechanics. A. Through proper technique the student will develop strength of the chest, abdomen, arms and back - in addition to - enhancing correct posture and how this is accomplished. 2. From the Attainment of Skills. A. Teachers will be able to evaluate form by use of a check sheet. 3. Students will be given a written examination covering technique, scoring and how to set a match. A. Students will be shown a home movie of an archer - they must analyze her techniques. 4. Students will be given an assignment to make a collage.

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LIBRARY SCIENCE **UNIT TOPIC** BIOGRAPHICAL DICTIONARIES **GRADE/AGE LEVEL** JUNIOR HIGH **LENGTH OF TIME** 3 Days Submitted by: Florence Cirillo, Sarah Kellogg & Antonina Rindinello	1. Biographical dictionaries are used to find facts about the lives of people both living and dead. 2. Biographical material must be judged by the following criteria a. Authenticity. b. Timeliness c. Completeness d. Accuracy e. Scope. f. Clearness and conciseiveness g. Freedom from bias. h. Readability. 3. Biographical dictionaries may contain portraits of the people included.	AFFECTIVE: 1. Given the name of a person to research, the student will have to make a determination regarding which biographical books to use, based on the following facts: a. Living or dead b. Profession c. Subject area in which the subject achieved reknown d. Nationality COGNITIVE: 1. Given the names of 10 people in a certain subject area, the student will make a selection from the basic biographical books to those which will give him more specialized books. SENSORY, PSYCHOMOTOR: 1. The student, by using guide words and thumb indexed books will learn to locate his subject alphabetically. AFFECTIVE: 2. Certain biographical books will promote research into more specialized books. (From encyclopedia, to specialized books, to comprehensive books). COGNITIVE: 2. By using the bibliographies at the end of each entry, the student will be led to further research. SENSORY, PSYCHOMOTOR: 2. The students will select, review, consider, condense, evaluate, and organize the facts into the finished report. AFFECTIVE: 3. The student can determine something of the times, socio-economic groups, and the place in society of the subjects. COGNITIVE: 3. The student will see a reflection of the times; grooming, costume, hair styles, by looking up various people in the different areas. SENSORY, PSYCHOMOTOR: 3. The student can photo copy the illustrations and portraits to add to his report.	1. The student, using the card catalog, will find which biographical dictionaries are located in the library. (a) He will gain practice in indexing, alphabetizing, evaluating, precis writing, organizing and condensing. (b) He will become acquainted with the different kinds of materials in the biographical dictionaries. (c) He will become familiar with the arrangement of the books in the library. (d) He will learn to perceive the differences between the various kinds of reference books. 2. The student will learn that: (a) Living persons are included in certain biographical dictionaries and dead people's names are included in others. (b) The biographical dictionary used should be an authority in the field. (c) By comparing different biographical sources, the student will perceive that the degree of difficulty varies among the resources. 3. The student will do the following: (a) Compile a booklet with illustrations and portraits of the person he is researching, annotated by a written report on the subject. (b) The student will make a collage showing the times in which the subject lived, accompanied by an oral report depicting those times. (c) The student will draw a timeline chart that will compare his subject to another subject of a different era.	1. SCIENCE (a) Students will locate biographies of five living American scientists. 2. SOCIAL STUDIES (a) Students will be able to locate biographies of historical figures to flesh out the era being studied. (b) Students will videotape and tape dramatizations of historical events in the era being studied. 3. ENGLISH: The students will assemble a slide show from portraits and pictures of the era. 4. MATH: Students will make a graph depicting the contributions made to science during a specific era. 5. The biographical subject may be chosen from various other fields such as art, music, languages, physical education, homemaking, or any other disciplines.	1. The student will learn the location of various materials in the library. 2. The student will learn the location of biographical reference books in the library. 3. The student will be able to differentiate the degree of difficulty in biographical materials. 4. The student will be able to locate biographical reference books by using the card catalog. 5. The student will be able to use the different types of biographical reference materials skillfully for different kinds of projects. 6. The student will learn the difference between biography and bibliography.	Milton Cross' Encyclopedia of the Composers WHO'S WHO SERIES CURRENT BIOGRAPHY WEBSTER'S BIOGRAPHICAL DICTIONARY JUNIOR AUTHORS MORE JUNIOR AUTHORS EWEN SERIES OF COMPOSERS NEW CENTURY CYCLOPEDIA OF NAMES PEOPLE IN BOOKS. M. Nicholsen. McGRAW-HILL ENCYCLOPEDIA OF WORLD BIOGRAPHY - 12 vols OUR PRESIDENTS. Morgan. WHO WAS WHEN. M. DeFord. AMERICAN MEN OF SCIENCE. GREAT NEGROES PAST AND PRESENT. READERS' GUIDE. DICTIONARY OF AMERICAN BIOGRAPHY. DICTIONARY OF NATIONAL BIOGRAPHY SOMETHING ABOUT THE AUTHORS Gale. - 6 vols. CONTEMPORARY AUTHORS. Gale Research - 8 vols. CHAMBERS BIOGRAPHICAL DICTIONARY. DICTIONARY OF AMERICAN PORTRAITS. CIRKER. Stanley Kunitz Series: AMERICAN AUTHORS 1660-1900. BRITISH AUTHORS BEFORE 1800. BRITISH AUTHORS OF THE 19th CENT. TWENTIETH CENTURY AUTHORS. TWENTIETH CENT. AUTHORS - 1st SUPP. Audio-Visual: Ency. Britannica Set: Using The Library - f/s "Using Special Reference Books". Eyegate. f/s LIBRARY RE- [illegible]ARCH TOOLS. [illegible]en Transparencies. [illegible] some interesting people [illegible] interview purposes.	1. In your opinion which is the most basic source to consult for a subject on whom no facts are available? Justify. 2. Which biographical sources would you consult for materials on a living scientist? Justify. 3. Where would you find information pertaining to authors who write books for young adults? 4. Which biographical dictionary would you consult for information regarding Booker T. Washington? 5. Which biographical dictionary would you consult for information regarding William Shakespeare?

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SPECIAL EDUCATION SOCIAL STUDIES **UNIT TOPIC** COMMUNITY HELPERS **GRADE AGE LEVELS** Chronological Age 7 10 Educable M A 3 7 Trainable M A 2 3 **LENGTH OF UNIT** Indefinite Submitted by Catherine Maggio Betty Hsiao Frances Rescigno & Palma A Rizzo	1 MAN & HIS COMMUNITY Man in his community has certain responsibilities toward the community helper the cook 2 MAN & HIS INTIMATES Man has a relationship to the intimates who give him such services as cooks 3 MAN & HIS SELF IMAGE Man when able to participate in his social setting will improve his self image 4 MAN AT WORK (a) Man when preparing a meal will learn about the work involved in doing so. 4 (b) MAN IN HIS PHYSICAL ENVIRONMENT Man when given the opportunity to eat will either enjoy or dislike the food he is eating 1 MAN IN THE COMMUNITY Man in his community has certain responsibilities toward the community helper - the bus driver 2. MAN IN HIS PHYSICAL ENVIRONMENT Man must cope with the elements of his environment 3 MAN & HIS INTIMATES Man has a relationship to the intimates who give him services such as the bus driver 5 MAN & HIS INTIMATE Man has a relationship to the intimates who give him such service as bus drivers 1 MAN & HIS SELF IMAGE Man when able to participate in his social setting and aware his individual differences will improve his self image 2 MAN & HIS COMMUNITY Man in his community has certain responsibilities toward the community helper the shoe salesman	COGNITIVE 1 Given a showing of a filmstrip of community helpers, the children will be able to discuss what kinds of services are given by whom and to whom Key point will be "Is this person deserving of the child s respect AFFECTIVE 2 Given the opportunity to hear a story about a child who forgot to take his lunch to school and cried the children will be able to observe the necessity of having someone to cook for him SENSORY PSYCHOMOTOR 3 The children will eat lunch in the cafeteria and will go to a restaurant. SENSORY PSYCHOMOTOR 4 a Given the opportunity to prepare a meal the children will be able to talk about the work involved in doing so AFFECTIVE 4 b Given the opportunity to eat the food they have prepared the children will be able to indicate like or dislike of the food AFFECTIVE 1 Given a dramatic situation in which the teacher is a pupil on the bus and one of the students is the bus driver the teacher will misbehave badly and the children will then be able to talk about the need for good behavior on the bus COGNITIVE 2 Given posters of safety and hazardous weather conditions the children will discuss the inconvenience of getting to school SENSORY PSYCHOMOTOR 3 Given the opportunity to take a field trip the children will be able to observe the services of the bus driver AFFECTIVE 5. Given the opportunity	I Cook e.g mother cafeteria helper and restaurant I COGNITIVE (a) There will be a discussion led by the teacher e g 1 What did you have for dinner? 2 Who cooked? (b) The children will observe the cafeteria help preparing a meal (c) The children will see a filmstrip (see resources) 2 AFFECTIVE The children will hear a story about a child who forgot his lunch and cried The school cook stops his tears by giving him a tray of food (Written by teacher) 3 SENSORY PSYCHOMOTOR The children will take a field trip to a restaurant 4 (a) SENSORY PSYCHOMOTOR The children will prepare a simple meal e g soup and sandwich applesauce bread (baking) 4 (b) SENSORY PSYCHOMOTOR The children will be able to prepare a scrapbook of favorite foods 1 AFFECTIVE The children will dramatize a bustrip The teacher will misbehave very badly One child will be the driver and tell about his feelings 2 COGNITIVE There will be a discussion between bus riders and walkers of their experiences on getting to school 3 PSYCHOMOTOR The children will take a field trip 4 PSYCHOMOTOR The children will make a bus from a milk carton or picture of a bus as a token of appreciation to give the bus driver 5 AFFECTIVE The children will sing	I Cook 1 HOME ECONOMICS The children will bake bread and prepare salad 2 MATHEMATICS The children will learn measurements counting temperatures 3 SCIENCE The children will learn how bread rises and the use of energy for cooking 4 MOTOR COORDINATION The children will [illegible] bread 5 HEALTH & SAFETY The children will know the necessity for food to live The children will be able to talk about the precautions needed when cooking II Bus Driver 1 LANGUAGE ARTS The children will plan a bus trip 2 ARTS & CRAFTS The children will make a bus from a milk carton 3 MUSIC The children will learn a song to sing to the bus driver on a field trip 4 HEALTH & SAFETY The child should be able to follow safety rules on the bus (Can be accomplished by a field trip) III Shoe Salesman 1 MATHEMATICS The children will be able to try on different size shoes and measure their feet 2 LANGUAGE ARTS The children will dramatize an experience at a shoe store 3 ARTS & CRAFTS The children will make foot prints with finger paints 4 MOTOR COORDINATION The children will practice tying and lacing their shoes IV Baby Sitter 1 The children will role play a babysitting situation	I (a) Recognize Need For Choice Each student will express his feelings to the best of his ability on how to behave on the bus in the cafeteria, etc They have a choice on whether to behave or not behave and bear the consequences (b) Identification of alternatives Because the children cannot judge quickly (due to very low ability) the teacher will pose "what if" type questions to get children to think of alternatives (c) Consequences of alternatives The supervisor (whoever is presiding at the time) will present a reward system She will be open to both sides and will have to weigh the evidence in light of the consequences before choosing the children to receive the reward or penalty (d) Free choice among alternatives Because each child has the opportunity to misbehave he has the power of making a decision although he must accept the consequences of the reward system (e) Internalization The children should be able to see that there are a number of things to be considered when making any kind of choice and therefore must consider the consequences of bad behavior (f) Re evaluation If the child behaves thereon he has the opportunity of being re evaluated by the reward system before the decision is made final Step 4 Each child will be given the opportunity to discuss his choice Some children the trainable child will not be able to make the choice because they don t have the ability	Cook (Story books) 1 "The Dog Who Came to Dinner" by Sidney Taylor - Wollett Publishing Co 2 "Geraldine Goes To a Restaurant" by Louise Hodgson Dennison Publishing Co 3 "Let s Eat" by Bill Martin Jr Holt Rinehart and Winston Filmstrip Cook 1 Let s Have a Party SVE 2 School Friends and Helpers (8 prints) 3 Food and Food Helpers (8 filmstrips) Bus Driver Record All Aboard for a Singing Party Ed Record Sales Multi Media Kits Transportation - set of 4 sound filmstrips w/record Fun on Wheels - SUE Bus Driver Story Book 1. The Little Red Bus by Miss Read Houghton Mifflin Co 2 Ride on a Rainy Afternoon by G R Crosher Pearson Publishers 3 Terry Takes a Ride Holt - Rinehart and Winston 4 Safe and Sound Along The Way - Holt - Rinehart and Winston Shoe Salesman Story Book 1 Barefoot Boy by Gloria D Miklowitz Follett Publishing Co 2 Shoes for Angela by Ellen Barten Snavelly Follett Publishing Co 3 This is a Department Store by Georgeady and Romano Follett Publishing Co 4. Where Is My Shoe by Gloria Goulk - Holt Rinehart and Winston Filmstrip How Big Is A Foot Ed Reading Service Baby Sitter Peter The Rocket Sitter by Hazel W Corson Bengic Press	I Observation and Anecdotal Recorder The teacher will record anything pertaining to what has been covered in the unit if she notices progress or regression II Oral Question The teacher will pose oral questions and expect approximately 50% accuracy III Dramatization The children will dramatize the role of the community helper as well as their own behavior in the situation The teacher will expect a 50% accuracy in the respect that they will at least be able to dramatize IV Identification of pictures of helpers and food situations relevant to the topic The teacher will expect 80% accuracy

CONTINUED

SUBJECT AREA	CONCEPTS & GENERALIZATIONS	OBJECTIVES (AFFECTIVE, COGNITIVE, SENSORY PSYCHOMOTOR)	LEARNING EXPERIENCES	RELATED LEARNING EXPERIENCES IN OTHER CONTENT AREAS	VALUING EXPERIENCES	RESOURCES & MATERIALS
SPECIAL EDUCATION SOCIAL STUDIES **UNIT TOPIC** COMMUNITY HELPERS **GRADE AGE LEVELS** Chronological Age 7-10 Educable: M.A. 3-7 Trainable: M.A. 2-3 **LENGTH OF UNIT** Indefinite Submitted by: Catherine Maggio Betty Hsiao Frances Rescigno & Palma A. Rizzo	3. **MAN & HIS SELF IMAGE** Man has seen his own image on paper will improve his self-image. 4 **MAN AT WORK** Man when performing the services of a shoe salesman will be able to experience work involved in doing a job 1 **MAN & HIS COMMUNITY** Man in his community has certain responsibilities toward the community helper, the baby sitter 2. **MAN & HIS INTIMATES** Man has a relationship to the intimates who give him such services as the baby sitter. 3 **MAN AT WORK** Man when performing the services of a baby sitter will be able to experience the role of a baby sitter	to be able to sing to the bus driver, the children will be able to express appreciation of the bus driver (Sensory, psychomotor) 1 Given someone else's shoes to wear the children will be able to feel the needs for a good fit in shoes (Cognitive, psychomotor) 2 Given the opportunity to take a field trip to the shoe store the children will be able to observe the services given by the shoe salesman 3 Cognitive Given the opportunity to make his own foot print he will be able to differentiate between sizes 4 Sensory, Psychomotor Given the opportunity to role play as a shoe salesman and shopper the child will be able to discover the role of each person 1 & 2 Cognitive: Given the opportunity to hear a story about a child who was left alone without a baby sitter and caught in a fire the children will be able to discuss the need for a baby sitter.	to the bus driver "For He's a Jolly Good Fellow" III Shoe Salesman 1 Affective The children will exchange their shoes to feel the need for a good fit 2 Cognitive and psychomotor The children will take a field trip to the shoe store and see the shoe salesman at work They might be permitted to try on shoes 3- Cognitive and psychomotor The children will make foot prints with finger paint to indicate different sizes 4 Sensory, psychomotor and cognitive The children will dramatize as a shoe salesman (Old shoes all sizes and boxes) Include size, types of shoes What to wear in different weather (Paying money for shoes) IV Babysitter 1 Cognitive - The children will discuss what a baby sitter is and what she does 2- Cognitive - The teacher will ask questions as to what is a baby sitter? Have you had them? Name a few reasons why you do have them? What does she do for you 3- Psychomotor - The children will role play baby sitting girls with dolls Boys with other children	2 Safety and Health The children will be able to talk about safety rules with a baby sitter	Step 5 These children as a rule cannot internalize decision making to be able to defend their choice but if they can they will be given the opportunity. Step 6 Re-evaluation over a period of 1, 2, or 3 years or longer some children will be able to make a choice that will be best for them	Multi Media Kits: Homes and Family Living Set of 5 sound filmstrips with 2 records SUE Singer Games, Toys and Posters. 1- Community Workers and Helpers. Poster Cards Milton Bradley Instructor 2- Useful signs to see and read Poster cards by Milton Bradley and Instructor. 3- Understanding our feelings Poster - Instructor. Programmed Instructional Materials 1- Audio Flashcard Program 2- Danger by Metro Media. Filmstrips. 1- Manners Make a Difference. 6 films Eye Gate. 2- Our Values - Fairness - Sharing - Responsibility, Westinghouse Learning Corp. 3- Little Things That Count, Film # 1,2,5,6,7,8 Eye Gate. 4- Learning To Live Together, Part II - 2 films - S.U.E. # 1 & 2 5- Developing Basic Values, #2 Consideration for Others, S.U.E. 6 Character Makes a Difference #4 Getting Along With Others, Eye Gate. 7- Manners Are For You, #1 What Are Manners All About, 6 films Eye Gate. 8- Values in Action, 4 strips w/cassettes, Holt Rhinehart. 9- Adventures of Lollypop, Dragon - 6 filmstrips, Singer S.U.E. 10- Personnal Development, Ed. Reading Services. 11- Math - Primary Simple Concept I, II, III, Metro Media. 12- Health - Primary 9 filmstrips Eye Gate. 13- Safety Primary - 4 filmstrips Urban Media Materials. 14- Guidance, Health & Safety - Primary 4 filmstrips with 2 records. Eye Gate.

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HANDWRITING **UNIT TOPIC** READINESS FOR FUNCTIONAL WRITING **GRADE/AGE LEVEL** Educable I Chronogical Age 6, 7, 8, 9 Mental Age 3, 5-6 **LENGTH OF UNIT** Indefinite Submitted by: Barbara R. Turner Jefferson School	MAN & HIS ASPIRATIONS Writing is a form of communication to express man's thoughts. MAN & HIS INTIMATES Writing is a language shared in some way with others though signs as in writing letters and notes. MAN & HIS SELF IMAGE Man needs to write pertinent and functional information about himself. MAN & HIS COMMUNITY Signs, names and other written symbols have meaning. MAN & HIS PHYSICAL ENVIRONMENT Man's experiences will motivate his desire to write. Physical exercises develop coordination. Handwriting, as does any other physical skill, requires continued and effective practice. MAN AT PLAY Drawing is a form of writing. Man uses signs, posters and labels - Man must develop necessary eye-hand coordination and muscular refinement to write. MAN AT WORK Functional writing helps man in his daily living. Man needs to write his street address name, age, and telephone number. Man must follow directions to succeed.	1. To develop in the child the skill and ability to communicate with others and an understanding of the need for written communication. 2. To foster a desire to write legibly. 3. To develop understanding of the need for purposeful systematic practice. 4. To develop ability to write automatically. 5. To develop right habits of posture in order to eliminate fatigue. 6. To develop adequate hand to eye coordination and necessary motor skills. 7. To develop skills in writing basic strokes, using correct order and direction. 8. To develop proficiency in writing letter forms correctly.	1. Listen to stories and records 2. Write chart stories 3. Play games. 4. Do exercises with clay 5. Painting and finger painting 6. Work with games and puzzles with small manipulated parts 7. Reproduce simple geometric forms 8. Create with scissors yarn and needle paper and other craft and art supplies 9. Use ditto materials for Visual discrimination Seeing likenesses and differences Frosty patterns Thinking skills Tracing and following dots. 10. Practice proper holding of pencil placement of paper, sitting, or standing at chalk board 11. Retelling stories, movies, learning songs, rhymes. 12. Make alphabet book 13. Play Alphabet Bingo 14. Produce a neat legible specimen. 15. Trace sandpaper letters with finger.	1. Handwriting is interrelated with the entire language arts program and with living in general 2. Writing reproduces symbols used in Arithmetic 3. Readiness for reading incorporate pre-primer to primer words in chart stories, use color words and children's own names 4. Arts and Crafts. (a) Make name designs (b) Line movement designs (c) Greeting cards for special days and holidays. (e) Name puzzles. 5. Make signs and labels in classroom.	1. Child may question Why do I need to learn to write? 2. Possible alternatives. Discussion of necessity of writing (a) Needed to communicate (b) Needed to label own belongings (c) For grownups on the job, in home, business, industry (d) Understanding that signs, names, and other written symbols have meaning 3. Analyze alternatives through discussion and realization that papers and belongings cannot always be identified without labeling or name. 4. Choice of alternates: (a) Child will write. (b) Depend on teacher or older child to label belongings. (c) Lose belongings because not labeled. 5. Internalization: Practice of the right type assists the student to improve his writing. 6. Reevaluation: The child will discover that he can put down thoughts and adventures in a more permanent way than speech. He will recognize and enjoy correct manuscript writing.	1. Library books, filmstrips, cassettes, films, records 2. Overhead projector acetate sheets 3. Puzzles, games, manipulation toys 4. Paints, scissors, crayons, discarded objects for craft supplies, colored chalk, sandpaper 5. Tracing forms, stencils 6. Newsprint, construction paper, lined writing paper, chalk, chalk board, chart paper. 7. Peabody Kit 8. Frostig materials 9. Utica Public Schools Handwriting Curriculum 10. Film "Functional Teaching of Reading and Writing" Hank Newenhouse, Inc. 11. "Manuscript Writing The Easy Way" by Marian Bronson 12. "I Can Do!" series of 7 books geared for MA of 3-6 years, Zaner-Bloser Co. 13. "Learning to Write" N.Y.S. Dept. of Education. 14. Workbook, transparent guides, A.N. Palmer Co. 15. Special Education Curriculum Guides. (a) Utica Public Schools. (b) Illinois.	Child shows growth in ability and skill. 1. Specimen in progress folder 2. Learning the basic stroke 3. Writing letter forms correctly 4. Maintaining good letter and work spacing 5. Using correct writing position. 6. Developing speech and fluency 7. Use plastic guide to measure. 8. Can produce satisfactory craft and art projects 9. Can manipulate scissors, puzzles, toys, games 10. Can write own name correctly, independent of aid 11. Can copy words, and simple stories correctly

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SCIENCE (HEALTH) **UNIT TOPIC** NUTRITION **GRADE/AGE LEVEL** INTERMEDIATE CA 10-13 MA 6-8 **LENGTH OF UNIT** Indefinite Submitted by: Louise Hempling Marjorie Post Donald Jumpano Diane Mancuso Wetmore School & Marcia Pawlings Potter School Margaret Capulupo Washington School Elizabeth Bali Jefferson School	A MAN IN HIS PHYSICAL ENVIRONMENT Food's appeal to man for different reasons taste, color, smell B MAN AS CREATOR AND EXPLORER Man chooses his food from a wide variety of the basic food groups and prepares it by cleaning and cooking to serve his needs. C. MAN AT WORK Man must learn to make his food as germ free as possible	I (a) PSYCHOMOTOR Given food magazines each child will construct a collage of foods that smell taste and look good to him (b) AFFECTIVE Given various foods, each child will select at least one from each (smell taste looks) that appeals to him (c) COGNITIVE Given a certain food, each child will be able to give at least one reason why it does or doesn't appeal to him II (a) PSYCHOMOTOR Each child is to bring in at least 2 foods from each of the 4 groups to prepare a balanced breakfast (b) AFFECTIVE After a period of one week each child will be able to discuss and define how he feels about having a balanced breakfast (c) COGNITIVE: Given a picture of different food groups the children will be able to recall at least 2 from each of the 4 groups III (a) PSYCHOMOTOR: Given a group of lunch foods, each child will prepare a clean or healthy lunch using at least 4 cleanliness habits (b) AFFECTIVE: Given 4 pictures of bad cleanliness habits, each student will propose how at least 2 of these could be improved to form good habits. (c) COGNITIVE: Given a list of 16 good and bad cleanliness habits, each student will be able to differentiate between each group with at least 6 in each group.	I FOOD APPEAL a. The children will discuss why they like certain foods. b The group will watch a film strip dealing with why foods appeal to them c Through Value Voting (How many of you) students will discuss and defend their values about food II FOOD GROUPS a The class will take a trip to the local grocery store and the teacher will point out and explain the different food groups b Taking turns, children will discuss what they had for breakfast and identify the various food groups c. Given a picture of a meal, each student will pick the missing food group III. GERMS a. Each child will act out a pantomine of a cleanliness habit concerning foods. b. Using a miscroscope, each student will observe the difference between a clean and dirty slice of apple. c. The teacher will demonstrate the proper and clean way to prepare lunch.	ART 1 Using clay each child will mold a fruit and a vegetable 2 Cutting and pasting different foods from the groups each child will help construct the bulletin board LANGUAGE ARTS 1 Using the letters in the alphabet each child will find a food for each letter 2 Having a "taste party" (blind fold each child) have each child try to guess at least one food 3 Rhyming words. 4 Puzzle food games. MATH 1 Use the measuring cup to make a quart of orange juice. 2 Divide children into groups named: "halves", "quarters", and "thirds". Give each group fruit and have them divide it according to their names. 3 - Calorie counting (intake per day) HOME MAKING 1 - Make apple sauce out of fresh apples. Eat it. 2 - Make home made butter, ice cream, peanut butter. SCIENCE 1 - Sprout mung seeds and eat in class. SPELLING 1 - Weekly spelling quiz related to nutrition.	1 Each child will express in an oral report why he likes a certain food 2 From a flannel board with alternative foods the child will construct a balanced meal 3 Using 3 5 children dramatize a scene from food preparation showing cleanliness	Generalization I 1 Filmstrips and cassette: Scott Education Scent and Smell Sweet and Sour 2 Various kinds of food samples to taste and smell 3 Magazines for cutouts (Red Book, Family Circle Good Housekeeping etc) 4 Art materials (tagboard glue crayons scissors, etc). Generalization II 1 Films (Ed film exchange no 77) "Behind The Scene of Supermarket" 2 Eye Gate kit: Good Health and You. Right Foods Help Health. 3. Filmstrip: Be Healthy Go Safely the Intermediate Way (SVE Company). A Right Breakfast. 4 Multi media kit: Story Study Prints Supermarket helpers. 5. Master dittos: My Health and Fun book (Hayes Co.) 6. Flannel board by instructor. Flannel board nutrition set. Generalization III 1. Film strips: Keeping Neat and Clean - Potter School Library 2. Microscope, science clip in respective schools. 3. Filmstrip "Man's Battle Against Disease"- Potter School Library. 4. School nurse visits to class. (Cleanliness as related to food). 5. Textbook, "Health and Growth" Scott Foresman Co. 6. Free materials: (a) Kellogg's Battle Creek, Michigan (b) United Fresh Fruit and Vegetables Assoc. 777 14th St. N.W. Washington, D.C. (c) Florida Dept. of Citrus, Lakeland P.O Box 148, Florida 33802 (d) National Dairy Council, Chicago 60606 (e) Sunkist Growers Inc., 14130 Riverside Dr., Sherman Oaks, Cal. 91403	I a The student will tell the class in his own words (after choosing from grab bag) why he likes or dislikes his chosen food II a Using the flannel board child will select and place at least 1 food in each of the 4 food groups b Construct a balanced meal that contains each of the 4 food groups from magazine pictures III Working in small groups children will dramatize the use of proper cleanliness habits in preparing a meal

Value Clarification (A handbook of practical strategies for teachers and students) - Hart Publishing Co.,Inc., New York

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SCIENCE UNIT TOPIC RESOURCES HELP MAN TO MEET HIS NEEDS GRADE/AGE LEVEL Intermediate 10 - 13 LENGTH OF UNIT 4 - 6 Weeks Submitted by: Elizabeth Bali Jefferson School	I MAN CREATOR & EXPLORER A 1 Man grapples with a wide variety of power sources, and ways to harness them. II PHYSICAL ENVIRONMENT B.1 - Man - in order to cope with the conversion of energy sources of his society and determine: his needs (a) Natural energy sources. Fossil fuels, Uranium, Water, Wind, Solar Energy, Geothermal Energy. III MAN AT WORK B.2 - Man's ultimate power sources line in harnessing the energy process of the stars (Orbiting). IV. COMMUNITY B 3 - Man must learn to join things together as well as separate things for many purposes whether economical or social. V SELF-IMAGE - ALL STRANDS B 4 - Man must deal with electricity in all aspects of living whether personal, social, political or practical living. (Electricity in use). VI. MAN IN CONFLICT B.5 - Man must be able to solve problems,his own or otherwise, and determine when a solution is impossible. (Fuel shortage).	I COGNITIVE Given a list of eight energy sources, each student will identify three which are the most important to convert electricity. II AFFECTIVE Given a description with pictorial symbols of natural resources and man's conversion methods, the student will prepare an argument defending the job he feels is most important in the process of electricity and state: what could happen if no one performs that job. III COGNITIVE Given a description of an industrial community and the occupations of each member of the community (Imaginary site), the student will write a report on what dangers he might encounter, and how he might protect himself from these dangers in order to survive. IV SENSORY PSYCHOMOTOR Given a physical description of an imaginary site the student will construct a power dam indicating energy obtained from the power of the water. VI SENSORY, PSYCHOMOTOR Given a description with pictorial symbol, the student will design and construct a windmill indicating energy obtained from the power of the wind with 75% accuracy.	IV. Problem solving situation Stage 1 Give out a ditto with this information to the class: 1 You are a group of workers in the factory where you work on electricity processing. Everybody takes his work. After a short while the lights go out. 2 Teacher then asks these questions: (a) What happened? (b) What do you have to do? (c) List the danger which might be encountered. (d) How do you protect yourself? 3 Divide the class into small groups and have them discuss the questions and report decision to the whole class. Generalizations IV, V, VI. II. Problem Solving Situation Stage 2. The teacher hands out dittos with this information to the class: Ten minutes went by and no help. You have decided to look after a problem and solved it. Questions by the teacher: (a) What do you have to look for first? (b) If the fuse box is checked and found correct, what can happen? (c) How you correct it? .. Class breaks into groups again. The teacher directs the groups discussion and tries to find a solution to their problem.	LANGUAGE ARTS 1. After group and class discussion that follow each of the two stages of the problem solving situation, the student will write a personal account discussion to explain the advantages of electricity. 2 Student written and acted out play, based on any or all of the stages of the problem solving situation. ARTS & CRAFTS Construct models of wind mill, power dam, orbiting solar energy collector, simple generator, solar farm, etc. SPELLING Vocabulary lists can be kept and added to words learned during the unit of study. ART Students made and designed bulletin Boards on any aspects of the unit. MATHEMATICS Use: learner measurement and reading to construct houses, power dam, etc. MUSIC: "Electronics Musicians". After a film viewing - learn the song from the film.	I. Need For Choice (a) The student will be given a drawing with an imaginary site. He must choose the right solution to solve the problem. (This experience would be similar to stage #1 of the problem solving situation) II Alternatives (a) Switch fuse box location (b) Wire location in the cellar (c) Main wire location from the street III Consequences of Choices (a) Maybe a short circuit blew out the fuse (b) The electricity line maybe broken (c) Electricity line may not be protected (d) Will there be a job for every one to perform? IV Criteria for Choice (a) Chance of success (b) Effect on others in the group (c) Immediate satisfaction of basic needs V The student then makes his choice, and is able to defend his choice. VI. Internalization. (a) Checked only by observation of future actions. VII. Re-evaluation. Given additional information, the student may need to revise his choice.	Stage 1 (a) Class discussion from the students' own experiences and previous knowledge. (b) Discovering nature source material. "Reader's Digest." (c) 16 mm film "Conservation of natural Sources" U.T. 115 (d) Library Book, E.M. Hale & Co., "All About Electricity". (e) McGraw - Hill Book Corp. "Electricity and How We Use It". Stage 2 (f) 16 mm film, "The Energy Challenge", U.T. 345 (g) 16 mm film, "Turn a Handle Flick a Switch", U.T. 150 (h) World Book Encyclopedia "Electrons". (i) 16 mm film, "Solar Energy", "Energy in Orbit", U.T. 177 (j) 16 mm film, "The Pretty Lady and the Electronic Musicians", U.T. 271 (k) Science Text Book (Hayes Co.) (l) Master dittos. (m) Engineer from the G.E. Corp.	Go with Generalizations and Objectives: I. The student will identify the 3 most important energy sources to convert electricity. Write a paragraph giving examples of how these might convert to electricity. II The student will prepare an argument as stated in objective II. He will present this orally having at least 5 statements in support of his position. III. Given an imaginary situation where dangers to man exists, the student will write a short paragraph stating how he might protect himself in this situation. IV Given a physical description of an imaginary site, the student will construct a power dam indicating energy obtained from the power of the water with 75% accuracy. VI Given a description with pictorial symbol, the student will design and construct a windmill indicating energy obtained from the power of the wind with 75% accuracy.

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SPECIAL EDUCATION **UNIT TOPIC** GOOD WORK HABITS **GRADE/AGE LEVEL** 13 - 18 **LENGTH OF UNIT** 8 Weeks Submitted by: Bernard Gigliotti Nancy Schrader Proctor High School Anthony Diodati Douglas Erwin Kernan School Susan Ohmann Washington School Vincent Cattat Wetmore School	MAN AT WORK 1. Punctuality plays a vital role in the relationship between employer and self. 2. Dependability is a necessity to the employer and self. 3. It is necessary to be able to get along with others when dealing with people. 4. A pleasant personality is an asset when dealing with others. 5. Personal appearance and hygiene are important for obtaining and keeping a job.	AFFECTIVE Given a situation where he will control his punctualation, each student will assume the responsibility AFFECTIVE Given the reasons for punctuality, each student will decide whether he wants to promote punctuality COGNITIVE Given a list of personality traits, each student will be able to identify the good ones from the bad ones. PSYCHOMOTOR Given a work-role play situation, each student will be able to act out the reasons for pleasant personality. PSYCHOMOTOR: Given the reasons for dependability, each student will be able to construct a work situation whereby he and his employer both benefited from his own dependability.	Classroom discussion on (a) Social Security for workers. 1- Where and how to apply 2- Papers necessary for age proof. (b) Filling in work application. 1- Lists of people to be used as references (c) Income tax forms (d) Want-ads for work (e) Work permits (f) Care of Social Security Card. (g) Where income tax money is spent. (h) Budget. (i) Important phases of budgeting (j) Life insurance policies (k) Health insurance. (l) Auto insurance. (m) Marriage license. 1- Fishing license. 2- Hunting license. (n) Auto license. Listening to speakers on work topics. Field trips to various industries ro compare and make best choices for self. Time clock in classroom to control absentees and insure punctuality. Daily reading of want-ads, viewing filmstrips and movies on work. Role playing of employer, employee relationships.	MATH - TIME TELLING (a) Addition. Subtraction. Multiplication. Division. ENGLISH - BUSINESS LETTER Writing, filling in forms, business applications, filing their personal income tax, etc. READING - requiring student to read applications, tax forms, how and where to look up information, etc. SOCIAL STUDIES - TRAVELING - to factories, learning the history and growth from an agricultural society to an industrial society. SCIENCE - comparing health factors in industry as opposed to agriculture, minihg., etc.	When you are evaluating another personality, What personality traits would you look for? Alternatives come from students. (a) Appearance. (b) Speech. (c) Poise. (d) Manners. (e) Attitudes. (f) Gait. Looking at our society today, is dependability an asset or liability? (Alternatives coming from students). In a working situation, would getting along with others be beneficial? 1- Assembly line. (a) Amount of work you accomplish may be determined by person next to you.	Text: Your Foundation Of Citizenship. World of Work. Area businessmen most commonly hiring employers. Trips to garages, bakeries, industry, restaurants, supermarkets. Your Job and Your Future Books 1 and 2. Filmstrip Work of Work, Your Job Success. Films - Continental Can Company. "Holding a Job". "How We Get Along On The Job"	Have a pro and con panel discussion on the importance of punctuality Each student will give an oral report in favor of or against the merits of punctuality. Each student will produce in writing, surveys from the public where they have identified the good and bad personality traits. He must then either agree or disagree with the premise and be able to defend his point. Each student will discuss in essay form (of at least 50 words) the importance of a pleasant personality and what is involved in a pleasant personalit[illegible]. Each student will give a dramatization of an employer, employee relationship showing how dependability is essential.